2013-2014 SCHOOL IMPROVEMENT PLAN

Hubert O. Sibley K 8 Academy

255 NW 115TH ST
Miami, FL 33168
305-953-3737
http://hubertosibley.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	Yes	94%

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

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	C	C

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Hubert O. Sibley K 8 Academy

Principal
Michael Charlot J

School Advisory Council chair
Maria Albo

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

Name	Title
Donald Clippinger	Assistant Principal
Fabienne D'Pierre	Assistant Prcinipal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employeed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents and other business and community members who are representative of the ethnic, racial and economic community served by the school. A detailed description of the SAC members is as follows:
1 Principal
1 UTD
5 Teachers (Chairperson Included)
2 Alternate Teachers
1 Educational Support
1 Alternate Educational Support
7 Parents
1 Alternate Parent
1 Student
1 Alternate Student
1 Business/Community Representative

Involvement of the SAC in the development of the SIP

In the latter part of the 2012-2013 school year, the SAC designated a meeting for the purpose of reflection on SIP goals and strategies as well as to review the contributions of grade level team members for the writing of the 2013-2014 SIP. Through curriculum team breakout sessions conducted at the beginning of this school year, all stakeholders have an opportunity to review data, brainstorm target areas in need of improvement and begin the process of developing the SIP.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council will monitor the implementation of the School Improvement Plan through monthly meetings and analysis of data. In addition, the council will determine the most appropriate use of SAC funds to support the School Improvement Plan goals. SAC members will also seek to increase parental involvement in school wide activities.

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

Student Incentives - $600.00
Tutoring - $4,300.00

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

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
3

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

Administrator Information:

Michael Charlot J		
Principal	Years as Administrator: 18	Years at Current School: 7

Credentials	BA; Middle Grades English. St. Thomas University; MS; Educational Leadership, Nova Southeastern University
Performance Record	2013 – School Grade C Rdg. Proficiency, 24% Math Proficiency, 23% Rdg. Lrg. Gains, 70% Math Lrg. Gains, 65% Rdg. Imp. of Lowest 25% - 71% Math Imp. of Lowest 25% - 64% Rdg. AMO – 42% Math AMO– 42% 2012 -- School Grade C Rdg. Proficiency, 24% Math Proficiency 22% Rdg. Lrg. Gains, 64% Math Lrg. Gains, 61% Rdg. Imp of Lowest 25% 74% Math Imp of Lowest 25% 66% Rdg AMO Math AMO 2011 – School Grade C Rdg. Proficiency, 62% Math Proficiency 64% Rdg. Lrg. Gains, 62% Math Lrg. Gains, 50% Rdg. Imp of Lowest 25% 54% Math Imp of Lowest 25% 44% Rdg AMO Math AMO 2010 School Grade C Rdg. Proficiency, 64% Math Proficiency 63% Rdg. Lrg. Gains, 59% Math Lrg. Gains, 55% Rdg. Imp of Lowest 25% 50% Math Imp of Lowest 25% 58% Rdg AMO Math AMO 2009 School Grade A Rdg. Proficiency, 64% Math Proficiency 63% Rdg. Lrg. Gains, 72% Math Lrg. Gains, 70% Rdg. Imp of Lowest 25% 71%

Math Imp of Lowest 25%
68%

Donald Clippinger		
Asst Principal	Years as Administrator: 10	Years at Current School: 10

Credentials	BA; Music Education, Palm Beach Atlantic College; MM – Music Education, Northwestern University; Certification – Educational Leadership, Barry University
Performance Record	2013 – School Grade C Rdg. Proficiency, 24% Math Proficiency, 23% Rdg. Lrg. Gains, 70% Math Lrg. Gains, 65% Rdg. Imp. of Lowest 25% - 71% Math Imp. of Lowest 25% - 64% Rdg. AMO – 42% Math AMO– 42% 2012 -- School Grade C Rdg. Proficiency, _24% Math Proficiency 22% Rdg. Lrg. Gains, 64% Math Lrg. Gains, 61% Rdg. Imp of Lowest 25% 74% Math Imp of Lowest 25% 66% Rdg AMO Math AMO 2011 – School Grade C Rdg. Proficiency, 62% Math Proficiency 64% Rdg. Lrg. Gains, 62% Math Lrg. Gains, 50% Rdg. Imp of Lowest 25% 54% Math Imp of Lowest 25% 44% Rdg AMO Math AMO 2010 School Grade C Rdg. Proficiency, 64% Math Proficiency 63% Rdg. Lrg. Gains, 59% Math Lrg. Gains, 55% Rdg. Imp of Lowest 25% 50% Math Imp of Lowest 25% 58% Rdg AMO Math AMO 2009 School Grade A Rdg. Proficiency, 64% Math Proficiency 63% Rdg. Lrg. Gains, 72% Math Lrg. Gains, 70%

Rdg. Imp of Lowest 25% 71%
Math Imp of Lowest 25%
68%

Fabienne D'Pierre		
Asst Principal	Years as Administrator: 9	Years at Current School: 2

Credentials	BS – Engineering / Chemistry; Stony Brook University; MS – Computer Science Education – Barry University; Specialist Educational Leadership – Nova Southeastern University.
Performance Record	2013 – School Grade C Rdg. Proficiency, 24% Math Proficiency, 23% Rdg. Lrg. Gains, 70% Math Lrg. Gains, 65% Rdg. Imp. of Lowest 25% - 71% Math Imp. of Lowest 25% - 64% Rdg. AMO – 42% Math AMO– 42% 2012 -- School Grade C Rdg. Proficiency, _24% Math Proficiency 22% Rdg. Lrg. Gains, 64% Math Lrg. Gains, 61% Rdg. Imp of Lowest 25% 74% Math Imp of Lowest 25% 66% Rdg AMO Math AMO 2011 – School Grade C Rdg. Proficiency, 62% Math Proficiency 64% Rdg. Lrg. Gains, 62% Math Lrg. Gains, 50% Rdg. Imp of Lowest 25% 54% Math Imp of Lowest 25% 44% Rdg AMO Math AMO 2010 School Grade C Rdg. Proficiency, 64% Math Proficiency 63% Rdg. Lrg. Gains, 59% Math Lrg. Gains, 55% Rdg. Imp of Lowest 25% 50% Math Imp of Lowest 25% 58% Rdg AMO Math AMO 2009 School Grade A Rdg. Proficiency, 64% Math Proficiency 63% Rdg. Lrg. Gains, 72% Math Lrg. Gains, 70%

Rdg. Imp of Lowest 25% 71%
Math Imp of Lowest 25%
68%

Classroom Teachers

# of classroom teachers
57

 # receiving effective rating or higher
17, 30%

 # Highly Qualified Teachers
63%

 # certified in-field
55, 96%

 # ESOL endorsed
38, 67%

 # reading endorsed
5, 9%

 # with advanced degrees
30, 53%

 # National Board Certified
2, 4%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
7, 12%

 # with 6-14 years of experience
31, 54%

 # with 15 or more years of experience
19, 33%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # 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

School administrators will continue to work closely with local universities; Barry University, Florida International University and Miami-Dade Community College and their Department of Education staff to recruit new teachers. School administrators will continue to create a positive work environment which promotes safety and collaboration in order to retain highly qualified and effective teachers. The interview process will ensure that teachers are certified and in-field. All of this will be implemented by the Principal and the administrative team.

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

Hubert O. Sibley K - 8 Academy is an iHeat school for the 2013-2014 academic year. This involves the partnering of district curriculum specialists with our classroom teachers through professional development, modeling and feedback in a positive and nurturing setting. Additionally, staff members on each grade level are partnered with curriculum leaders who work together through common planning to maintain a continuous method of development. Pairings are established based on common curriculum departments and mentoring activities encompass classroom management, curriculum implementation through best practices, review of core texts, adherence to District Pacing Guides, lesson planning and collecting and interpreting classroom data.

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

Members of the MTSS/RtI Leadership Team meets with members of the Educational Excellence School Advisory Council (EESAC) at the beginning, middle, and end of the year to discuss overall school improvement. The school psychologist attends all faculty meetings and assists in disseminating information relating to MTSS/RtI to all staff members. In addition, team members provide current information relating to FAIR outcomes, Interim Assessment results as well as the status of Tier 2 and 3 students and the implications for the 2013-2014 school year.

The Leadership Team at Hubert O. Sibley K-8 Academy will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers and our students?

We emphasize the use of ongoing progress monitoring and focused interventions to target professional learning that meets the specific instructional needs of our students. The model provides an effective mechanism that, based on data, identifies student needs and promptly delivers student interventions as well as job-embedded professional development targeting these needs.

School-based teams include school psychologists, professional development specialists and school-site administrators. Teams support teachers by collecting diagnostic data, conducting progress monitoring

and identifying appropriate instructional interventions. As team members chart particular student needs, data is used strategically to shift instructional focus and align professional development with the students' instructional needs. Professional development thus serves as a focal point to promote continuous improvement aimed at remediation and increased student achievement.

The MTSS/RtI Leadership Team meets once a week to engage in the following activities:

Review pertinent and current data and look for performance trends and the implications therein; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify specific targets to match student needs with classroom activities to support those needs. The team will also collaborate regularly, problem solve, share effective practices, monitor implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Data is gathered from a number of sources to assist in guiding the instructional program for Tiers 1, 2 and 3 students. This includes data from District Interim Assessments, SuccessMaker reports, Reading Plus reports, benchmark assessments and classroom assessments. Data chats are held regularly from leadership team to teachers as well as teachers to students. Students are able to chart their progress along with their teachers and the MTSS team members so that they are a part of the ongoing progress monitoring process. Indicators of concern such as students not exiting IP status in SuccessMaker or not participating adequately on Reading Plus will assist teachers in guiding students' intervention schedule accordingly. Likewise, when students perform in the bubble range on Interim and Benchmark assessments, they are placed in pull-out or push-in intervention which employs the FCAT Ready program providing support in both reading and math. Over time, as students begin to consistently perform on level, the amount of intervention is altered to allow for other students whose performance indicate the need for extra assistance.

Students who still show lack of progress are moved to Tier 3 intervention which involves the WonderWorks reading program.

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

Tier 1 Leadership Team

Michael Charlot, Principal: Establishes a unity of vision amongst the MTSS/RtI Leadership Team. Facilitates an open line of communication for all stakeholders to ensure that information is current and relevant to student needs and teacher's professional growth. Enables all members of the team to work collaboratively through data driven analysis and decision making.

Donald Clippinger, Assistant Principal: Directly oversees the MTSS/RtI Leadership Team, provides the structure and impetus for school wide needs and assists the Principal in fulfilling the vision of overall school improvement through student achievement at all levels. Regularly articulates with all members of the team both formally and informally so that the monitoring is on a continuum. Facilitates Professional Development for those who are new to the team or to the school to maintain continuity. Implements procedures to ensure that appropriate documentation of student progress and that intervention is timely and appropriate.

Fabienne D'Pierre, Assistant Principal: Collaborates on overall implementation of the Reading program; utilizes a systematic approach to data aggregation, analysis, and articulation on results and trends with the MTSS/RtI Leadership Team as well as teachers and students. Provides and facilitates professional development for teachers and interventionists regarding data-based instructional planning. Ensures that progress monitoring is current, timely and relevant. Provides guidance on the K-12 reading plan; facilitates and supports FAIR data collection and analysis. Supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Grade Level Chairpersons: Provide information about core instruction, participates in student data collection, delivers Tier 1 materials/instruction with Tier 2 and collaborates with colleagues regarding strategies and intervention for Tier 2 and Tier 3 students.

Special Education (SPED) Teachers: Dr. April Grant and Liliana Topetta. Participates in the MTSS/RtI process not only as it pertains to Students With Disabilities (SWD) but to lend their expertise in developing strategies for all students who are struggling. When behavioral concerns reach a point where the academic process is being impeded, the SPED teachers intervene through the Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP) process which directly involves the student, teacher, and parent in developing productive habits in students leading to increased success in the classroom.

Teachers of the Gifted: Denise Lorenzo, Elba Perfetto, Cynthia Scriven-Husband. Teachers of gifted students continually review Educational Plan goals and are responsible for ensuring that enrichment curriculum is appropriate, challenging, project-driven and ultimately supports consistency in academic performance among these students.

School Psychologist: Edwidge Seraphin. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; works directly with teachers to dialogue through the use of student data trends on strategies that may be put in place to assist them. Provides insight to parents and teachers in terms of whole-child development, lending expertise in behavioral as well as academic assistance.

Speech/Language Pathologist: Sherry Kirkman. Consults with teachers who have concerns regarding nuances in speech and language, particularly as we have many students who are new to the United States and for whom English is a new language. Provides screening for the purpose of making determinations as to how to assist particular students in accessing their education. Findings are shared at MTSS/RtI meetings and group decisions are made based on those findings.

Social Worker/Students Services: Rodney Desrameaux. Provides intervention strategies particularly in the area of attendance and tardiness, both of which remain a challenge and which have a direct impact on student achievement. District truancy reports are analyzed and parent contact is immediately made which results in the Attendance Review Committee's intervention.

Tier 2
Donald Clippinger and Fabienne D'Pierre will conduct regular meetings to evaluate intervention efforts for students by subject, grade, and intervention.

Tier 3
Dr. David Guss, guidance counselor, Donald Clippinger and Fabienne D'Pierre as well as parents of targeted students will comprise the Tier 3 SST Problem Solving Team.

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

The MTSS Leadership Team meets once a week to engage in the following activities:
Review pertinent and current data and look for performance trends and the implications therein; review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify specific targets to match student needs with classroom activities to support those needs. The team will also collaborate regularly, problem solve, share effective practices, monitor implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
In addition to the MTSS Leadership Team, all staff members have the SIP in hard copy form to utilize throughout their long range goal planning sessions.

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

Data sources throughout the course of the academic year are as follows:
Baseline data: District Baseline Assessment; Progress Monitoring and Reporting Network (PMRN); Florida Assessments for Instruction in Reading (FAIR); 2013 Florida Comprehensive Assessment Test

(FCAT) data.

Progress monitoring: PMRN; Fall Interim Assessment data

Midyear: Florida Assessments for Instruction in Reading (FAIR) AP2; Winter Interim Assessment data.

End of year: FAIR, FCAT, End-of-Course Exams and Spring Interim Assessment data

Writing Pre and Post test data

All District assessments as well as certain bi-weekly benchmark assessments are scored, disaggregated and analyzed through the utilization of the Thinkgate system.

SuccessMaker Utilization and Progress Reports

Student grades

STAR reading assessment

Oral Reading Fluency Measures

Other data sources: Student Case Management System reports on indoor and outdoor suspensions; daily attendance reports are also monitored and checked for students missing more than three consecutive days of school as well as chronic tardiness issues. Suspension reports are reviewed for habitual infractions of the code of student conduct.

When the above series of data becomes available, meeting and planning sessions take place to dialogue on progress and make informed decisions among teachers, curriculum leaders and administration. Technology is utilized both within the classroom during small group instruction and centers as well as through the use of two computer labs. The programs supported by Computer Assisted Instruction (CAI) are: SuccessMaker, BrainPop, GIZMOS, FCAT Explorer, Florida Achieves Focus, Achieve 3000, Reading Plus, and the new Intervention component of the Wonders reading series in grades K - 5.

Classrooms would benefit from an upgrade of computer hardware in order to more efficiently run CAI programs.

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

In depth training on the MTSS process was provided to teachers on each grade level by curriculum leaders and administration toward the end of the 2012-2013 school year. This was done in small groups through grade level planning and discussion sessions. The entire staff received a refresher training as a part of the opening of schools breakout sessions. The goal is to ensure that all stakeholders are fully aware of the MTSS and its precepts. All teachers and support personnel maintain copies of the School Improvement Plan and are made aware of the percent increases required to meet our 2013-2014 SIP goals. The MTSS operates to enhance the learning of all students and with their subgroup classification in mind, if appropriate.

Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2 and School Support Team Training.

MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.

Staff will participate in the Florida RtI online training providing a network of ongoing support for RtI.

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: Weekend Program

Minutes added to school year: 1,800

Hubert O. Sibley K - 8 Academy hosts a Saturday Academy program approximately ten weeks prior to the spring administration of the FCAT. This program is structured so that the core curriculum areas of reading, mathematics, and science are offered to all students in grades 3 - 8. All labs including both computer labs as well as the science lab and media center are utilized to maximize the enrichment and intervention of targeted students.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

A combination of Interim Assessment data as well as teacher recommendation are used to determine which students will participate. As the ten week process unfolds, benchmark data is examined for these students to ensure adequate progress. This data is collected by administration and shared with the MTSS and Saturday Academy teachers.

Who is responsible for monitoring implementation of this strategy?

MTSS/LLT and Saturday Academy teachers.

Strategy: Before or After School Program

Minutes added to school year: 1,800

Before/After school programs are run for targeted students approximately ten weeks prior to the spring administration of the FCAT. This offering is geared to target students who require more reinforcement in basic skills in order to bridge the learning gap in their daily core instruction.

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?

A combination of FAIR and Interim Assessment data as well as teacher recommendation are used to determine which students will participate. Benchmark data is regularly reviewed as well as dialogue with the core instructor to ensure adequate progress. This data is collected by administration and shared with the MTSS as well as the before/after school teachers.

Who is responsible for monitoring implementation of this strategy?

MTSS/LLT and before/after school teachers.

Literacy Leadership Team (LLT)

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

Name	Title
Michael J. Charlot	Principal
Donald Clippinger	Assistant Principal
Fabienne D'Pierre	Assistant Principal
Dr. David Guss	Guidance Counselor

How the school-based LLT functions

The LLT at Hubert O. Sibley K-8 Academy will meet monthly to analyze current data, determine trends and dialogue regarding the need for deeper intervention and programmatic success. Adjustments to programs both curricular and technology-based will be discussed and target points for professional development will be provided to teachers as deemed necessary.

Major initiatives of the LLT

The major initiative of the LLT this year will be the alignment of the MTSS/RtI process across all grade levels and the integration of the Common Core and Next Generation Sunshine State Standards.

Every Teacher Contributes to Reading Instruction

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

Reading is at the core of all instructional planning and across all grade levels from Kindergarten through eighth grade. The student schedule, implementation of curriculum and articulation with the middle school are all geared to simulating the middle school model in order to facilitate a smooth transition for these students once they reach middle school. At the end of the 2012-2013 school year, all fifth, sixth and seventh grade students are screened with a diagnostic reading test supported by the Language! Reading Program. Students who are in need of deeper intervention in reading are grouped together for implementation of the Language! Program in middle school. The development of an Instructional Focus Calendar and collaborative planning across all core curriculum and grade levels provides consistency in instructional delivery as it relates to the District Pacing Guide.

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.
At Hubert O. Sibley K–8 Academy, we offer an annual Kindergarten Tea Party during the week before school begins so that parents can come with their child, meet their child's teacher, engage in dialogue

regarding expectations as well as the logistics of the school day. This year we are offering Transition to Kindergarten events throughout the summer months. This has always been a successful event and the bridges of communication between family and teacher are formed at this time. The High/Scope Educational Research Foundation Child Observation Record is utilized at the end of Pre-Kindergarten to gain insight into student's potential for success in kindergarten. This encompasses Language and Literacy, Logic and Mathematics, Creative Representation, Initiative, Music and Movement, and Social Relations.

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

Through the implementation of subject selection cards, elective courses at the middle school level are built and geared toward raising awareness of subject matter and the relevance to their future. Social Studies and Civics lessons as well as an annual middle school debate also are used to provide support to students in making relevant connections to real world experiences.

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

Student performance data and subject selection cards are reviewed for the careful planning and scheduling of student courses in the middle school grades. A Civics and Career Planning course has been added to the middle school Civics schedule to support career connections among middle school students.

Strategies for improving student readiness for the public postsecondary level

Through the annual Career Day event, students are encouraged to dialogue on feedback to the presentations in their elective courses as well as through guidance and counseling sessions geared toward refining students' academic goals and the connection to their goals beyond High School graduation.

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	51%	42%	No	56%
American Indian				
Asian				
Black/African American	51%	40%	No	56%
Hispanic	52%	53%	Yes	57%
White				
English language learners	37%	23%	No	43%
Students with disabilities	20%	14%	No	28%
Economically disadvantaged	51%	40%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	131	24%	35%
Students scoring at or above Achievement Level 4	96	17%	22%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)		71%	74%

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)	94	35%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	38	14%	23%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	53	20%	28%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	67	46%	51%
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	54%	42%	No	59%
American Indian				
Asian				
Black/African American	53%	41%	No	58%
Hispanic	58%	49%	No	63%
White				
English language learners	49%	37%	No	54%
Students with disabilities	28%	9%	No	36%
Economically disadvantaged	54%	41%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	120	23%	37%
Students scoring at or above Achievement Level 4	82	16%	22%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		64%	68%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		100%	100%
Middle school performance on high school EOC and industry certifications		78%	80%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%		No	59%
American Indian				
Asian				
Black/African American	53%		No	58%
Hispanic	58%		No	63%
White				
English language learners	49%		No	54%
Students with disabilities	28%		No	36%
Economically disadvantaged	54%		No	59%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	56%	57%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		24%

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	20	23%	28%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		11%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	35%	39%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		11%

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	59	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	32	5%	4%
Students who are not proficient in reading by third grade	82	66%	59%
Students who receive two or more behavior referrals	92	11%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	61	7%	6%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	59	7%	6%
Students who fail a mathematics course	42	15%	14%
Students who fail an English Language Arts course	2	1%	1%
Students who fail two or more courses in any subject	24	9%	8%
Students who receive two or more behavior referrals	92	11%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	61	7%	6%

Goals Summary

G1. The results of the 2013 FCAT 2.0 Reading assessment 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 14 percentage points to 56%.

G2. The results of the 2013 FCAT Writing Test indicate that 46% (67) of students scored Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3.5 or higher to 51%.

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 42% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase mathematics proficiency by 17 percentage points to 59%.

G4. The results of the 2013 Algebra I EOC indicate that 56% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage point to 57%.

G5. Our 2013 - 2014 goal for Middle School Acceleration is to maintain 100% percentage points in participation and to improve our 78% performance by 2 percentage points to 80%.

G6. The results of the 2012 FCAT 2.0 Grade 5 Science Test indicate that 32% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 37%.

G7. The results of the 2012 FCAT 2.0 Grade 8 Science Test indicate that 44% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 49%.

G8. During the 2012-2013 school year, there were four opportunities for STEM-related experience. Our goal for the 2013-2014 school year is to increase the number of experiences to six.

G9. During the 2012-2013 school year, there were four opportunities for CTE-related experience. Our goal for the 2013-2014 school year is to increase the number of experiences to six.

G10. Our goal for 2013 – 2014 is to increase our performance on the Civics EOC Test by a 10 percentage points per reporting category.

G11. Data indicates that 45% of students fall into one or more of the Early Warning System categories. Our goal for the 2013-2014 school year is to reduce the percentage of students in the Early Warning System by 10 percentage points to 35%.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading assessment 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 14 percentage points to 56%.

Targets Supported

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

Resources Available to Support the Goal

- Before and After school support Computer Lab schedules Pull-out and Push-in intervention

- FCAT Level 3 students will be rotated into a pull-out/push-in schedule where they will participate in the FCAT Ready program.

- Students who made Learning Gains on FCAT 2013 will receive guided reading instruction and computer assisted instruction 3 - 4 times per week.

Targeted Barriers to Achieving the Goal

- The area of deficiency for Black students as noted on the 2013 administration of the FCAT 2.0 Reading Test was in the area of vocabulary. Students in this subgroup require more exposure to base words through practice with sight words and a variety of grade level appropriate reading passages. Data indicates that students achieved 56% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 61%.

- The area of deficiency for ELL students as noted on the 2013 administration of the FCAT 2.0 Reading Test was in the area of vocabulary. Students in this subgroup require more exposure to base words through practice with sight words and a variety of grade level appropriate reading passages. Data indicates that students achieved 56% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 61%.

- The area of deficiency for SWD students as noted on the 2013 administration of the FCAT 2.0 Reading Test was in the area of Informational text and Research Process. Students in this subgroup have not had the exposure to a wide variety of textual resources.

- The area of deficiency for Economically Disadvantaged students as noted on the 2013 administration of the FCAT 2.0 Reading Test was in the area of vocabulary. Students in this subgroup require more exposure to base words through practice with sight words and a variety of grade level appropriate reading passages. Data indicates that students achieved 56% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 61%.

- The area of deficiency for students scoring at or above Achievement Level 3, as noted on the 2013 FCAT 2.0 administration was in the area of Reading Application due to lack of experience in reading and interpreting features such as graphics, legends, illustrations and diagrams and lack of experience in targeting main idea, relevant details and conclusions/inferences. Data indicates that students achieved 47% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 52%.

- The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was in the area of Informational Text and Research Process due to lack of experience in reading and interpreting features such as graphics, legends, illustrations, charts and keys. Data indicates that students achieved 47% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 52%.

- The area of deficiency for students making learning gains as noted on the 2013 FCAT 2.0 administration was in the area of Vocabulary due to language barriers and a gap in the knowledge of base words and ability to determine shades of meaning in related words. Data indicates that students achieved 56% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 61%.

- The area of deficiency for students in the lowest 25% as noted on the 2013 FCAT 2.0 administration was in the area of Vocabulary due to a gap in the knowledge of base words and ability to determine shades of meaning in related words. Data indicates that students achieved 56% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 61%.

- The area of CELLA Listening and Speaking was deficient as students require more exposure to conversations and dialogue on a given topic or subject.

- The area of CELLA reading was deficient as students require more exposure to a wide variety of reading passages.

- The area of CELLA Writing was deficient as students require more practice with writing and more exposure to the writing process.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule:

Bi-monthly

Evidence of Completion:

Formative Assessments – McGraw Hill Wonders Benchmark Assessments. Summative Assessments – Results for the 2014 FCAT 2.0

G2. The results of the 2013 FCAT Writing Test indicate that 46% (67) of students scored Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3.5 or higher to 51%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Students will receive pull-out/push-in support in Writing through interactive journal work and periodic Write-Ins.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 Grade 4 FCAT Writing 2.0 administration was in student's inability to write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience.

- The area of deficiency as noted on the 2013 Grade 8 FCAT Writing 2.0 administration was in student's inability to write persuasive passages based on real or imagined ideas, events, or observations that include supporting claims with logical reasoning and relevant, accurate data and evidence that demonstrates and understanding of the topic or text using credible sources.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule:

Bi-Monthly

Evidence of Completion:

Formative Assessment – Small group instruction using mini-lessons on narrative work and expressive writing will be assessed monthly. Summative Assessment – Results of the 2014 FCAT Writing 2.0

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 42% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase mathematics proficiency by 17 percentage points to 59%.

Targets Supported

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

Resources Available to Support the Goal

- Before and After school support Computer Assisted Instruction Interactive Journals

Targeted Barriers to Achieving the Goal

- The area of deficiency for Black students as noted on the 2013 administration of the FCAT 2.0 Math Test was fractions. Students in this subgroup lack the experience which allow them to understand fractions, fraction equivalence and comparison. Data indicates that students achieved 50% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 55%.

- The area of deficiency for Hispanic students as noted on the 2013 administration of the FCAT 2.0 Math Test was fractions. Students in this subgroup lack the experience which allow them to understand fractions, fraction equivalence and comparison. Data indicates that students achieved 50% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 55%.

- The area of deficiency for ELL students as noted on the 2013 administration of the FCAT 2.0 Math Test was Operations. Students in this subgroup face difficulty in understanding the vocabulary associated with math operations and therefore struggle with conceptual understanding. Data indicates that students achieved 41% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 46%.

- The area of deficiency for SWD students as noted on the 2013 administration of the FCAT 2.0 Math Test was fractions. Students in this subgroup lack the experience which allow them to understand fractions, fraction equivalence and comparison. Data indicates that students achieved 50% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 55%.

- The area of deficiency for Economically Disadvantaged students as noted on the 2013 administration of the FCAT 2.0 Math Test was fractions. Students in this subgroup lack the experience which allow them to understand fractions, fraction equivalence and comparison. Data indicates that students achieved 50% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 55%.

- According to the results of the 2013 FCAT 2.0, students scoring at Level 3 proficiency experienced difficulty in the area of fractions. Students lack experience in identifying fractions and fraction equivalence. Students require more exposure to problems which include addition and subtraction of decimals and fractions. Students require more exposure to equivalency as it relates to number, fractions and decimals. Data indicates that students achieved 50% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 55%.

- According to the results of the 2013 FCAT 2.0 Mathematics assessment, students scoring at or above Level 4 proficiency experienced difficulty in Geometry and Measurement. Students require more exposure to problem solving proficiency in the areas of properties of two-dimensional shapes, perimeter and measurement. Data indicates that students achieved 36% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 41%.

- According to the results of the 2013 FCAT 2.0 Mathematics assessment, students scoring Learning Gains experienced difficulty in Geometry and Measurement. Students require more exposure to problem solving proficiency in the areas of properties of two-dimensional shapes, perimeter and measurement. Data indicates that students achieved 36% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 41%.

- According to the results of the 2013 FCAT 2.0 Mathematics assessment, students scoring in the Lowest 25% experienced difficulty in Geometry and Measurement. Students require more exposure to problem solving proficiency in the areas of properties of two-dimensional shapes, perimeter and measurement. Data indicates that students achieved 36% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 41%.

Plan to Monitor Progress Toward the Goal

Progress Monitor all benchmark and Interim Assessment Data

Person or Persons Responsible
LLT and Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Increased performance on District Interim Assessments Summative: Results for the 2014 FCAT 2.0 Mathematics Test

G4. The results of the 2013 Algebra I EOC indicate that 56% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage point to 57%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Before and After School Math Club

Targeted Barriers to Achieving the Goal
- The area of deficiency for students scoring at Level 3 in Algebra I as noted on the 2013 EOC administration was Polynomials. Students lack the fluency and problem solving proficiency in situations involving polynomials. Data indicates that students achieved 46% proficiency in this area. Our goal for the 2014 Algebra I EOC is to increase the level of proficiency by 5 percentage points to 51%.

- The area of deficiency for students scoring at Level 4 in Algebra I as noted on the 2013 EOC administration was Rationals, Radicals, Quadratics, and Discrete Mathematics.. Students lack the experience with real world situations with quadratic equations using multiple representations; graphical, tabular, algebraic and verbal and to find ways to combine those perspectives to reach deeper conclusions and connections. Data indicates that students achieved 46% proficiency in this area. Our goal for the 2014 Algebra I EOC is to increase the level of proficiency by 5 percentage points to 51%.

Plan to Monitor Progress Toward the Goal

Progress monitoring of benchmark and Interim Assessment Data

Person or Persons Responsible
LLT and Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Increased performance on benchmark assessments and District Interim Assessments. Summative: Results of the 2014 Algebra I EOC

G5. Our 2013 - 2014 goal for Middle School Acceleration is to maintain 100% percentage points in participation and to improve our 78% performance by 2 percentage points to 80%.

Targets Supported

Resources Available to Support the Goal
- Before School Math Club

Targeted Barriers to Achieving the Goal
- Middle school students lack the motivation to participate in accelerated courses.

- Middle school students participating in accelerated courses achieved 78% proficiency. Students have difficulty with functions, linear equations and inequalities.

Plan to Monitor Progress Toward the Goal

Monitor District Interim Assessment Data

Person or Persons Responsible
LLT and Administration

Target Dates or Schedule:
Bi-Monthly

Evidence of Completion:
Formative: Algebra I benchmark Assessments and District Interim Assessments Summative: 2014 Algebra I EOC

G6. The results of the 2012 FCAT 2.0 Grade 5 Science Test indicate that 32% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 37%.

Targets Supported

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Science Lab, Spectrum Lab, GIZMOS

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring at Level 3 as noted on the 2013 administration of the FCAT2.0 Science Test was Physical Science. Students require more exposure to be able to identify basic forms or energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion. Data indicates that students achieving at or above level 3 proficiency in this area is at 50%. Our goal for the 2014 administration of the FCAT 2.0 Science Test is to increase proficiency by 5 percentage points to 55%.

- The area of deficiency for students scoring at Level 4 as noted on the 2013 administration of the FCAT2.0 Science Test was Life Science. Students require more exposure to be able to identify the functions of human body organs and compare life cycles of Florida plans and animals as well as identify adaptations in animals and plans that allow them to survive and trace energy through a food chain. Data indicates that students achieving at or above level 3 proficiency in this area is at 50%. Our goal for the 2014 administration of the FCAT 2.0 Science Test is to increase proficiency by 5 percentage points to 55%.

Plan to Monitor Progress Toward the Goal

Monitor District Interim Assessment Data and development of interactive journals.

Person or Persons Responsible
LLT and Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Increased performance on benchmark assessments and District Interim Assessments.
Summative: Results for the 2014 FCAT 2.0 Science Test.

G7. The results of the 2012 FCAT 2.0 Grade 8 Science Test indicate that 44% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 49%.

Targets Supported

- Science

- Science - Middle School

Resources Available to Support the Goal

- Science Lab, Spectrum Lab, GIZMOS

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring at Level 3 as noted on the 2013 administration of the FCAT2.0 Science Test was Nature of Science. Students lack exposure to variables and differentiated experiments; they require more practice in analyzing information to make inferences or predictions, differentiate replication and repetition and distinguish between theories and laws.

- The area of deficiency for students scoring at Level 4 as noted on the 2013 administration of the FCAT2.0 Science Test was Physical Science. Students lack exposure to classifying substances by physical properties, being able to differentiate physical and chemical change, distinguish between kinetic and potential energy and differentiate contact forces and forces acting at a distance.

Plan to Monitor Progress Toward the Goal

Monitor progress of proficiency on Benchmark Assessments and District Interim Assessments.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Bi-Monthly

Evidence of Completion:

Formative: Increased performance on benchmark assessments and District Interim Assessments.
Summative: Results for the 2014 FCAT 2.0 Science Test.

G8. During the 2012-2013 school year, there were four opportunities for STEM-related experience. Our goal for the 2013-2014 school year is to increase the number of experiences to six.

Targets Supported

- STEM

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Students have limited exposure to STEM based programs which will help facilitate a thorough understanding of the scientific process and the integration of math concepts.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G9. During the 2012-2013 school year, there were four opportunities for CTE-related experience. Our goal for the 2013-2014 school year is to increase the number of experiences to six.

Targets Supported
- CTE

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- Middle school students lack the motivation to enroll in CTE courses.

- Accelerated course offerings are not strong enough for students to become prepared to participate effectively in CTE courses at the high school level.

- CTE teachers require further knowledge of industry certification exam objectives and testing procedures.

- STEM instruction is not enhanced within CTE instruction.

- CTE teachers may not have access to instructional resources to support literacy standards instruction.

Plan to Monitor Progress Toward the Goal

Monitor for increased performance on Math and Science Interim Assessments and Benchmark Assessments. Monitor completion of CTE events through sign in sheets and attendance logs.

Person or Persons Responsible
LLT and Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Results of the 2014 Mathematics and Science Assessments.

G10. Our goal for 2013 – 2014 is to increase our performance on the Civics EOC Test by a 10 percentage points per reporting category.

Targets Supported
- Social Studies

- Civics EOC

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- According to the results of the 2013 District Civics EOC Assessment, the area of greatest difficulty for students was Organization and Function of Government.

Plan to Monitor Progress Toward the Goal

Monitor benchmark and District Interim Assessment data.

Person or Persons Responsible
LLT and Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Increased performance on District Interim Assessments Summative: Increased performance on the 2014 Civics EOC.

G11. Data indicates that 45% of students fall into one or more of the Early Warning System categories. Our goal for the 2013-2014 school year is to reduce the percentage of students in the Early Warning System by 10 percentage points to 35%.

Targets Supported

- EWS

- EWS - Elementary School

- EWS - Middle School

Resources Available to Support the Goal

- Community Involvement Specialist; Student Services Team;

Targeted Barriers to Achieving the Goal

- Data indicates that 7% of students miss 10% or more of available instructional time. Our goal for the 2013-2014 school year is to reduce the percentage of students missing instructional time by 1 percentage point to 6%.

- Data indicates the 11% of students receive two or more behavior referrals. Our goal for the 2013-2014 school year is to reduce the percentage of students receiving behavior referrals by 1 percentage point to 10%.

- Data indicates that 5% of students are retained in the grade range of PreK through 5. Our goal for the 2013-2014 school year is to reduce the number of students retained by 1 percentage point to 4%.

- Data indicates that 66% of students are not proficient in reading by 3rd grade. Our goal for the 2013-2014 school year is to reduce the number of students not proficient in reading by 7 percentage points to 59%.

- Data indicates that 15% of students have failed a math course in the grade range of 6 through 8. Our goal for the 2013-2014 school year is to reduce the number of students failing a math course by 1 percentage point to 14%.

- Data indicates that 1% of students have failed an English Language Arts course in the grade range of 6 through 8. Our goal for the 2013-2014 school year is to reduce the number of students failing an English Language Arts course by 1 percentage point to 0.

- Data indicates that 9% of students fail two or more courses in any subject in the grade range of 6 through 8. Our goal for the 2013-2014 school year is to reduce the number of students failing two or more courses by 1 percentage point to 8%.

Plan to Monitor Progress Toward the Goal

Monitor all indication areas of Early Warning Systems including attendance, behavioral referrals, retention statuses and course recovery statuses for all impacted students.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Reduced number of students being negatively impacted by instructional deterrents to their progress.

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT 2.0 Reading assessment 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 14 percentage points to 56%.

G1.B1 The area of deficiency for Black students as noted on the 2013 administration of the FCAT 2.0 Reading Test was in the area of vocabulary. Students in this subgroup require more exposure to base words through practice with sight words and a variety of grade level appropriate reading passages. Data indicates that students achieved 56% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 61%.

G1.B1.S1 Provide students with explicit instruction in general academic and domain specific words and phrases. Provide more practice with prefixes, suffixes, root words, synonyms, and antonyms. More emphasis will be placed on strategies for deriving word meanings and words relationships from context. In addition, students will be focused into Wonder Works intervention based on need and the results of their Oral Reading Fluency screening.

Action Step 1

Develop word walls, personal dictionaries, context clue charts, and word arrays. Utilize interactive word wall activities and concept of definition maps.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on benchmark assessments and District Interim Assessments.

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

Review of lesson plans, Classroom Walk Through implementation, review of student work folders. Review Ongoing Progress Monitoring forms.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on benchmark and Interim Data Assessments.

Plan to Monitor Effectiveness of G1.B1.S1

Review of Benchmark Assessments and Interim Assessment Data

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on benchmark and Interim Assessments and the results of the 2014 FCAT Reading Assessment.

G1.B2 The area of deficiency for ELL students as noted on the 2013 administration of the FCAT 2.0 Reading Test was in the area of vocabulary. Students in this subgroup require more exposure to base words through practice with sight words and a variety of grade level appropriate reading passages. Data indicates that students achieved 56% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 61%.

G1.B2.S1 Provide students with explicit instruction in general academic and domain specific words and phrases. Provide more practice with prefixes, suffixes, root words, synonyms, and antonyms. More emphasis will be placed on strategies for deriving word meanings and word relationships from context. More time will be spent with these students in their differentiated instruction small groups for the purpose of improving their skills in vocabulary through leveled readers.

Action Step 1

Develop word walls, personal dictionaries, context clue charts, and word arrays. Utilize Flash cards, interactive word wall activities and concept of definition map.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on benchmark assessments and District Interim Assessments.

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

Review of lesson plans, Classroom Walk Through implementation, review of student work folders.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased Performance on Benchmark and Interim Assessment Data

Plan to Monitor Effectiveness of G1.B2.S1

Review of Benchmark assessment and Interim Assessment data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on benchmark and Interim Assessments and the results of the 2014 FCAT Reading Assessment.

G1.B3 The area of deficiency for SWD students as noted on the 2013 administration of the FCAT 2.0 Reading Test was in the area of Informational text and Research Process. Students in this subgroup have not had the exposure to a wide variety of textual resources.

G1.B3.S1 Students will be provided with a wider variety of text material such as brochures, fliers and websites for the purpose of locating, interpreting and organizing information. Students will then be able to make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Action Step 1

Development and implementation of a text feature chart and utilization of text feature analysis.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on Benchmark Assessments.

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

Review of lesson plans, Classroom Walk Through implementation, review of student work folders.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Increased performance on Benchmark and Interim Assessment Data.

Plan to Monitor Effectiveness of G1.B3.S1

Review of Benchmark assessment and Interim Assessment data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on benchmark and Interim Assessment data and the results of the 2014 FCAT Reading Assessment.

G1.B4 The area of deficiency for Economically Disadvantaged students as noted on the 2013 administration of the FCAT 2.0 Reading Test was in the area of vocabulary. Students in this subgroup require more exposure to base words through practice with sight words and a variety of grade level appropriate reading passages. Data indicates that students achieved 56% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 61%.

G1.B4.S1 Provide students with explicit instruction in general academic and domain specific words and phrases. Provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases.

Action Step 1

Students will develop personal dictionaries and word arrays. Students will gain experience with multiple meaning charts and concept of definition maps. Interactive word walls and small group instruction that also involves Computer Assisted Instruction programs such as SuccessMaker and Wonder Works.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Successful completion of CAI programs. Increased performance on Benchmark Assessments.

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

Review of lesson plans, Classroom Walk Through implementation, review student work folders, monitor CAI reports.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on Benchmark Assessments and CAI reports.

Plan to Monitor Effectiveness of G1.B4.S1

Review of Benchmark Assessment, Interim Assessment data as well as CAI report data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on Benchmark Assessments, Interim Assessments and the results of the 2014 FCAT Reading Assessment.

G1.B5 The area of deficiency for students scoring at or above Achievement Level 3, as noted on the 2013 FCAT 2.0 administration was in the area of Reading Application due to lack of experience in reading and interpreting features such as graphics, legends, illustrations and diagrams and lack of experience in targeting main idea, relevant details and conclusions/inferences. Data indicates that students achieved 47% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 52%.

G1.B5.S1 Through structured and explicit instruction, students will be provided a variety of instructional strategies and activities including building strong arguments to support answers, intensifying the utilization of vocabulary; reciprocal teaching and question/answers relationships. Students will engage in activities which guide them through targeting main idea or essential message in grade-level or higher texts through the use of a main idea table and close reading strategies.

Action Step 1

To develop strength in this area, students will have experiences with author's purpose charts, two column notes, sequence chain and power notes allowing them to refer to details and examples in a text to determine what the text says explicitly.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Increased proficiency on benchmark assessments.

Facilitator:

Curriculum Leaders Assistant Principal

Participants:

Classroom teacher Curriculum leaders

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

Review lesson plans; monitor adherence to District Pacing Guide through classroom walk through implementation, review student work folders.

Person or Persons Responsible

LLT and administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Benchmark assessment performance; Increased performance on Interim Assessments.

Plan to Monitor Effectiveness of G1.B5.S1

Review of Benchmark Assessment and Interim Assessment data.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Formative: Benchmark assessments; Increase performance on Interim Assessments Summative: Results of the 2014 FCAT 2.0 Reading Test.

G1.B6 The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was in the area of Informational Text and Research Process due to lack of experience in reading and interpreting features such as graphics, legends, illustrations, charts and keys. Data indicates that students achieved 47% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 52%.

G1.B6.S1 Provide students with a wide variety of materials for reading which will support their ability to interpret graphs, legends, illustrations, charts and keys. Through explicit instruction, students will gain more experience interacting with text such as how-to articles, brochures and websites focusing on making connections between the text of a story or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Action Step 1

Through the implementation of the District Pacing guide and lesson study planning, activities will be presented to students which engage their ability to interact with a wide variety of reading materials. Small group work and differentiated instruction strategies will be implemented to allow students to engage in accountable talk over a selected text. Instructional strategies will include the implementation of text feature charts and text feature analysis.

Person or Persons Responsible

Classroom teachers.

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Completion of text feature charts. Increased performance in this category on District Interim Assessments.

Facilitator:

Grade and Department chairpersons

Participants:

All reading teachers.

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

Administrators will conduct classroom walkthroughs to monitor the fidelity of implementation of the instructional routines ensuring that instruction is aligned to the District Pacing Guide.

Person or Persons Responsible

Administrators and LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walkthrough logs.

Plan to Monitor Effectiveness of G1.B6.S1

Increased performance on District Interim Assessments and the 2014 FCAT Reading Assessment.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the 2014 FCAT Reading Assessment

G1.B7 The area of deficiency for students making learning gains as noted on the 2013 FCAT 2.0 administration was in the area of Vocabulary due to language barriers and a gap in the knowledge of base words and ability to determine shades of meaning in related words. Data indicates that students achieved 56% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 61%.

G1.B7.S1 Students at all reading levels will make use of interactive journals in all core subject areas which will enable them to create a bank of base words which will include common prefixes, suffixes, antonyms, synonyms and multiple meanings. These journals are interactive in that they allow for continual monitoring and feedback from the teachers as well as their peers, when appropriate through small group and collaborative learning groups. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers.

Action Step 1

Develop and maintain interactive journals. Instruction using context clues should allow students to build their general knowledge of words and word relationships as well as multiple meanings of words. Explicit instruction should provide students with opportunities to read in all content areas with increased emphasis on cross-content reading.

Person or Persons Responsible

Classroom teachers Curriculum Leaders

Target Dates or Schedule

Weekly

Evidence of Completion

Word banks which cross the curriculum, fully developed cross curricular interactive journals, increased performance on benchmark assessments.

Facilitator:

Assistant Principal

Participants:

Reading Teachers

Action Step 2

Plan with teachers to ensure small group instruction includes both skills based lessons and application of skills during guided reading using the appropriate materials.

Person or Persons Responsible

Classroom Teachers Curriculum Leaders

Target Dates or Schedule

Weekly

Evidence of Completion

Review of lesson plans which outline time and procedures for guided reading and small group instruction.

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

Review lesson plans, monitor development of Interactive Journals, Class Room Walk Through implementation, review of student work folders.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Interactive journals, increased performance on Benchmark Assessments.

Plan to Monitor Effectiveness of G1.B7.S1

Increased performance on Benchmark Assessments

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on benchmark and District Interim Assessments and the results of the 2014 FCAT Reading Assessment.

G1.B8 The area of deficiency for students in the lowest 25% as noted on the 2013 FCAT 2.0 administration was in the area of Vocabulary due to a gap in the knowledge of base words and ability to determine shades of meaning in related words. Data indicates that students achieved 56% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 61%.

G1.B8.S1 Students will make use of interactive journals in all core subject areas which will enable them to create a bank of base words which will include common prefixes, suffixes, antonyms, synonyms and multiple meanings. These journals are interactive in that they allow for continual monitoring and feedback from the teacher as well as their peers, when appropriate through small group and collaborative learning groups.

Action Step 1

Students will develop and use interactive journals to form a personal dictionary, word arrays, and multiple meaning words. More opportunities to utilize Computer Assisted Instruction such as SuccessMaker and Wonder Works to develop both fluency and comprehension.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Cross curricular interactive journals and CAI usage reports.

Facilitator:

Grade and Department Chairpersons

Participants:

All reading teachers

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

Review of lesson plans, Classroom Walk Through implementation, student work folders and CAI usage and progress reports.

Person or Persons Responsible

LLT, Administration and Grade level chairpersons

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Cross curricular interactive journals, increased performance on Benchmark Assessments and CAI.

Plan to Monitor Effectiveness of G1.B8.S1

Review and monitor development of interactive journals as well as Benchmark, Interim Assessment and CAI data.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased performance on Benchmark and Interim Assessment Data and the results of the 2014 FCAT Reading Assessment.

G1.B9 The area of CELLA Listening and Speaking was deficient as students require more exposure to conversations and dialogue on a given topic or subject.

G1.B9.S1 Provide meaningful language practice. Structure conversations around books and subjects that build vocabulary. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful.

Action Step 1

Skits and dialogue using key vocabulary.

Person or Persons Responsible

ELL Teachers Classroom Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Completed skits utilizing unit vocabulary.

Facilitator:

ELL Teachers

Participants:

All reading teachers

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Monitor lesson plans for development of unit vocabulary

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Completed skits

Plan to Monitor Effectiveness of G1.B9.S1

Increased performance on Benchmark Assessments

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Montly

Evidence of Completion

Increased performance on District Interim Assessments and the results of the 2014 CELLA Administration.

G1.B10 The area of CELLA reading was deficient as students require more exposure to a wide variety of reading passages.

G1.B10.S1 Building prior knowledge – for material to be meaningful, it must be clearly related to existing knowledge that the learner already possesses. Utilization of visual displays in the lessons and assignments to support the oral or written message.

Action Step 1

Student generated bulletin boards and picture books

Person or Persons Responsible

ELL teachers Classroom teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased vocabulary proficiency on benchmark assessments and classroom quizzes.

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Monitor the use of a variety of reading sources and student generated bulletin boards

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased performance on benchmark assessments

Plan to Monitor Effectiveness of G1.B10.S1

Monitor benchmark assessment data.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased performance on benchmark assessment and District Interim Assessments and the results of the 2014 CELLA Administration.

G2. The results of the 2013 FCAT Writing Test indicate that 46% (67) of students scored Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3.5 or higher to 51%.

G2.B1 The area of deficiency as noted on the 2013 Grade 4 FCAT Writing 2.0 administration was in student's inability to write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience.

G2.B1.S1 Students will write routinely on topics based on personal experience, drafting pieces that are focused on one main idea or event with ample development of supporting details.

Action Step 1

Students will be encouraged to write narratives that include a main idea and characters by reading personal narratives to notice text characteristics and author's craft techniques, using graphic organizers such as timelines and storybooks that focus on one main event. They will gain experiences which allow them practice in applying appropriate transitions that show cause and effect. compare and contrast, emphasis, illustration and connection to supporting ideas.

Person or Persons Responsible

Curriculum leaders Classroom teachers

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Written samples which are fully developed with ample supporting details. Increased performance on Writing Mid-Year Assessments

Facilitator:

Curriculum Leaders

Participants:

Curriculum leaders Classroom teachers

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

Review of writing journals, lesson plans and student work folders. Implement Classroom Walk Throughs.

Person or Persons Responsible

LLT and adminitsration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased development of written samples. Increased performance on Writing Mid-Year Assessment.

Plan to Monitor Effectiveness of G2.B1.S1

Review of interactive journals and written samples

Person or Persons Responsible

LLT and Admnistration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on Writing Mid-Year Assessments and the results of the 2014 FCAT Writing Test.

G2.B2 The area of deficiency as noted on the 2013 Grade 8 FCAT Writing 2.0 administration was in student's inability to write persuasive passages based on real or imagined ideas, events, or observations that include supporting claims with logical reasoning and relevant, accurate data and evidence that demonstrates and understanding of the topic or text using credible sources.

G2.B2.S1 Students will be provided support in the prewriting process to support claims with logical reasoning and relevant, accurate data and evidence that demonstrates an understanding of the topic or text and using credible sources. Students will gain knowledge of using words, phrases and clauses to create cohesion and clarify the relationships among claims, counter claims, reasons and evidence. This process will be embedded in all curriculum areas through small group explicit instruction experience as well as during center time.

Action Step 1

Students will be exposed to persuasive writing techniques through poetry, print and media advertisements, editorials and speeches. They will select their favorite topics or activities and write persuasive texts; use words, phrases and clauses to create cohesion and clarify the relationships among claims, counter clams, reasons and evidence. Explicit, differentiated instruction will be provided through small group experience as well as writers workshops which will be held each month to allow students practice with creating effective persuasive prompts in a set period of time.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Journals, increased proficiency in writing effective persuasive essays.

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

Review student journals, lesson plans and implement Classroom Walk Throughs

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on periodic Writer's Workshop

Plan to Monitor Effectiveness of G2.B2.S1

Review of interactive journals and written samples

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on Writing Mid-Year Assessments and the results of the 2014 FCAT Writing Test.

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 42% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase mathematics proficiency by 17 percentage points to 59%.

G3.B1 The area of deficiency for Black students as noted on the 2013 administration of the FCAT 2.0 Math Test was fractions. Students in this subgroup lack the experience which allow them to understand fractions, fraction equivalence and comparison. Data indicates that students achieved 50% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 55%.

G3.B1.S1 Students will develop an understanding of decimals, including the connection between fractions and decimals; use and represent numbers through millions in various contexts; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions. Differentiated instruction, project based learning, concrete and virtual manipulatives will assist students through the Go Math! series.

Action Step 1

Provide opportunities for students to identify a fraction from a area or set model; compare and order fractions with like denominators using a model; identify an equivalent fraction for one-half and one-fourth using a model. Students will receive extra time before and/or after school to practice with fractions and fraction equivalence experience on SuccessMaker and FCAT Explorer.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker and FCAT Explorer usage reports; Attendance roster for before and after school tutorials; increased performance on Benchmark Assessments.

Facilitator:

Grade level chairpersons and CAI Coordinators

Participants:

Math teachers

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

Review of lesson plans, Classroom Walk through implementation, review of student work folders; review of CAI usage reports.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased performance on CAI programs and Benchmark Assessments.

Plan to Monitor Effectiveness of G3.B1.S1

Monitor performance on benchmark assessments

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased performance on benchmark assessments and District Interim Assessments.

G3.B2 The area of deficiency for Hispanic students as noted on the 2013 administration of the FCAT 2.0 Math Test was fractions. Students in this subgroup lack the experience which allow them to understand fractions, fraction equivalence and comparison. Data indicates that students achieved 50% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 55%.

G3.B2.S1 Deliver explicit, differentiated instruction to allow students more exposure to mathematical exploration and the development of understanding of fractions through the use of manipulatives and models. Students in this group will also be afforded extra time on SuccessMaker and FCAT Exlporer.

Action Step 1

Provide opportunities for students to identify a fraction from a area or set model; compare and order fractions with like denominators using a model; identify an equivalent fraction for one-half and one-fourth using a model. Students will receive extra time before and/or after school to practice with fractions and fraction equivalence experience on SuccessMaker and FCAT Explorer.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker and FCAT Explorer usage reports; Attendance roster for before and after school tutorials; increased performance on Benchmark Assessments.

Facilitator:

Grade level chairpersons and CAI program coordinators.

Participants:

All math teachers.

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

Review of lesson plans, Classroom Walk through implementation, review of student work folders; review of CAI usage reports.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on CAI programs and Benchmark Assessments.

Plan to Monitor Effectiveness of G3.B2.S1

Review of CAI completion data; Benchmark Assessments; District Interim Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on Benchmark Assessments and District Interim Assessments and the results of the 2014 FCAT Mathematics Assessment.

G3.B3 The area of deficiency for ELL students as noted on the 2013 administration of the FCAT 2.0 Math Test was Operations. Students in this subgroup face difficulty in understanding the vocabulary associated with math operations and therefore struggle with conceptual understanding. Data indicates that students achieved 41% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 46%.

G3.B3.S1 Explicit and differentiated instruction will provide opportunities for students to identify fact families that demonstrate the inverse relationship between multiplication and division; identify the correct bar graph, pictograph or frequency table of a given set of data and interpret data on a bar graph or pictograph to solve problems. Support will be provided to promote mathematical fluency and problem solving skills in the areas of multiplication, patterns and graphs by providing extra time to practice and apply learned concepts in real-life situations and also through SuccessMaker and FCAT Explorer which will be supported during the day as well as before and after school. Special attention will be paid to math vocabulary building through the use of interactive journals.

Action Step 1

Students will be provided small group instruction, additional time on CAI through SuccessMaker and FCAT Explorer both during the instructional day as well as through before and/or after school programs.. Students will develop their own interactive journals in which they will build upon their math vocabulary. Extra practice with number lines and bar graphs will allow students more time with numerical concepts which will then be applied to practical application.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Developed interactive journals; CAI usage reports; attendance logs for before and after school programs.

Facilitator:

Grade level chairpersons and CAI coordinators.

Participants:

Math teachers

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

Review of lesson plans; Classroom Walk Through implementation; review of student work folders; review of CAI usage reports and attendance logs.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Effective participation in before and after school programs; increase in CAI usage; increase in performance on Benchmark Assessments.

Plan to Monitor Effectiveness of G3.B3.S1

Review of Benchmark and District Interim Assessment data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased performance on Benchmark and District Interim Assessments and the results of the 2014 FCAT Mathematics Assessment.

G3.B4 The area of deficiency for SWD students as noted on the 2013 administration of the FCAT 2.0 Math Test was fractions. Students in this subgroup lack the experience which allow them to understand fractions, fraction equivalence and comparison. Data indicates that students achieved 50% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 55%.

G3.B4.S1 Deliver explicit, differentiated instruction to allow students more exposure to mathematical exploration and the development of understanding of fractions through the use of manipulatives and models. Students in this group will also be afforded extra time on SuccessMaker and FCAT Exlporer.

Action Step 1

Provide opportunities for students to identify a fraction from a area or set model; compare and order fractions with like denominators using a model; identify an equivalent fraction for one-half and one-fourth using a model. Students will receive extra time before and/or after school to practice with fractions and fraction equivalence experience on SuccessMaker and FCAT Explorer.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker and FCAT Explorer usage reports; Attendance roster for before and after school tutorials; increased performance on Benchmark Assessments.

Facilitator:

Grade Level chairpersons and CAI Coordinators

Participants:

Math Teachers

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

Review of lesson plans, Classroom Walk through implementation, review of student work folders; review of CAI usage reports.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on CAI programs and Benchmark Assessments.

Plan to Monitor Effectiveness of G3.B4.S1

Review of CAI completion data; Benchmark Assessments; District Interim Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on Benchmark Assessments and District Interim Assessments and the results of the 2014 FCAT Mathematics Assessment.

G3.B5 The area of deficiency for Economically Disadvantaged students as noted on the 2013 administration of the FCAT 2.0 Math Test was fractions. Students in this subgroup lack the experience which allow them to understand fractions, fraction equivalence and comparison. Data indicates that students achieved 50% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 55%.

G3.B5.S1 Deliver explicit, differentiated instruction to allow students more exposure to mathematical exploration and the development of understanding of fractions through the use of manipulatives and models. Students in this group will also be afforded extra time on SuccessMaker and FCAT Exlporer.

Action Step 1

Provide opportunities for students to identify a fraction from a area or set model; compare and order fractions with like denominators using a model; identify an equivalent fraction for one-half and one-fourth using a model. Students will receive extra time before and/or after school to practice with fractions and fraction equivalence experience on SuccessMaker and FCAT Explorer.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker and FCAT Explorer usage reports; Attendance roster for before and after school tutorials; increased performance on Benchmark Assessments.

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Review of lesson plans, Classroom Walk through implementation, review of student work folders; review of CAI usage reports.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on CAI programs and Benchmark Assessments.

Plan to Monitor Effectiveness of G3.B5.S1

Review of CAI completion data; Benchmark Assessments; District Interim Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on Benchmark Assessments and District Interim Assessments and the results of the 2014 FCAT Mathematics Assessment.

G3.B6 According to the results of the 2013 FCAT 2.0, students scoring at Level 3 proficiency experienced difficulty in the area of fractions. Students lack experience in identifying fractions and fraction equivalence. Students require more exposure to problems which include addition and subtraction of decimals and fractions. Students require more exposure to equivalency as it relates to number, fractions and decimals. Data indicates that students achieved 50% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 55%.

G3.B6.S1 Students will be provided opportunities to practice the use of fractions in small group instruction. Provide the instructional support needed for students to develop an understanding of fractions and fraction equivalence through project based learning involving experiences with pie graphs and number lines. Provide visual representation activities which will engage student's prior knowledge as it relates to fractions and fraction equivalence.

Action Step 1

Using mathematical practices of the Common Core State Standards, students will be provided support in mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. Students will identify a fraction from an area or set model; compare and order fractions with like denominators using a model. Explicit instruction and small group instruction will be implemented to reinforce these skills as well as extra time on SuccessMaker, FCAT Explorer and Florida Achieves Focus.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Twice a week

Evidence of Completion

SuccessMaker Reports FCAT Explorer Reports

Facilitator:

Grade level and Department Chairpersons

Participants:

All math teachers

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Monitor CAI reports, lesson plans and student work folders.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on program targets. Increased performance on benchmark assessments.

Plan to Monitor Effectiveness of G3.B6.S1

Monitor CAI progress points. Monitor performance on benchmark assessments.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased performance on District Interim Assessments and the results of the 2014 FCAT Mathematics Assessment.

G3.B7 According to the results of the 2013 FCAT 2.0 Mathematics assessment, students scoring at or above Level 4 proficiency experienced difficulty in Geometry and Measurement. Students require more exposure to problem solving proficiency in the areas of properties of two-dimensional shapes, perimeter and measurement. Data indicates that students achieved 36% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 41%.

G3.B7.S1 Provide enrichment experiences with support student's contexts for mathematical exploration of student understanding of geometric and measurement concepts through manipulatives and opportunities for practice.

Action Step 1

Using Mathematical practices of the Common Core State Standards, students will be supported in mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes and identifying angles and transformations. They will be able to identify or describe a situation that requires the use of the area formula in a real-world context through small group instruction and differentiated instruction. Observations and outcomes will be documented in student interactive journals.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Development of interactive journals and reflections on project based learning experiences.

Facilitator:

Department Chairpersons

Participants:

All math teachers

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Monitor interactive journals and performance on quizzes and benchmark assessments.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased performance on benchmark assessments.

Plan to Monitor Effectiveness of G3.B7.S1

Monitor progress point Data

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased performance on District Interim Assessments and the results of the 2014 FCAT Mathematics Assessment.

G3.B8 According to the results of the 2013 FCAT 2.0 Mathematics assessment, students scoring Learning Gains experienced difficulty in Geometry and Measurement. Students require more exposure to problem solving proficiency in the areas of properties of two-dimensional shapes, perimeter and measurement. Data indicates that students achieved 36% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 41%.

G3.B8.S1 Provide enrichment experiences with support student's contexts for mathematical exploration of student understanding of geometric and measurement concepts through manipulatives and opportunities for practice.

Action Step 1

Using Mathematical practices of the Common Core State Standards, students will be supported in mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes and identifying angles and transformations. They will be able to identify or describe a situation that requires the use of the area formula in a real-world context through small group instruction and differentiated instruction. Observations and outcomes will be documented in student interactive journals.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Twice per week

Evidence of Completion

Sign-in rosters and interactive journals

Facilitator:

Grade Level and Department Chairperson

Participants:

All math teachers

Plan to Monitor Fidelity of Implementation of G3.B8.S1

Schedule students strategically into small groups for intervention

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Twice per week

Evidence of Completion

Sign in and attendance rosters.

Plan to Monitor Effectiveness of G3.B8.S1

Monitor implementation and attendance of intervention sessions, review lesson plans and student work folders.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on benchmark assessments and District Interim Assessments and the results of the 2014 FCAT Mathematics Assessment.

G3.B9 According to the results of the 2013 FCAT 2.0 Mathematics assessment, students scoring in the Lowest 25% experienced difficulty in Geometry and Measurement. Students require more exposure to problem solving proficiency in the areas of properties of two-dimensional shapes, perimeter and measurement. Data indicates that students achieved 36% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 41%.

G3.B9.S1 Provide the instructional support needed for students to develop math vocabulary and the appropriate application to both word problems as well as fractions and fraction equivalence through project based learning involving experiences with pie graphs and number lines. Provide visual representation activities which will engage student's prior knowledge as it relates to fractions and fraction equivalence.

Action Step 1

Using Mathematical practices of the Common Core State Standards, students will be supported in mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes and identifying angles and transformations. They will be able to identify or describe a situation that requires the use of the area formula in a real-world context through small group instruction and differentiated instruction. Observations and outcomes will be documented in student interactive journals. Students in this category will receive more practice with these skills through before/after school tutorial programs

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Twice per week

Evidence of Completion

Attendance rosters, Increased performance on benchmark assessments and interactive journals.

Plan to Monitor Fidelity of Implementation of G3.B9.S1

Schedule students into tutorial programs Monitor attendance and implementation

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on benchmark assessments and District Interim Assessments.

Plan to Monitor Effectiveness of G3.B9.S1

Monitor benchmark and Interim Assessment Data

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased performance on District Interim Assessments and the results of the 2014 FCAT Mathematics Assessment.

G4. The results of the 2013 Algebra I EOC indicate that 56% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage point to 57%.

G4.B1 The area of deficiency for students scoring at Level 3 in Algebra I as noted on the 2013 EOC administration was Polynomials. Students lack the fluency and problem solving proficiency in situations involving polynomials. Data indicates that students achieved 46% proficiency in this area. Our goal for the 2014 Algebra I EOC is to increase the level of proficiency by 5 percentage points to 51%.

G4.B1.S1 Students will participate in a before/after school math club during which time they will be provided opportunities to utilize technology for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem. Students will use graphical, tabular, and algebraic means to model real world situations with polynomials equations.

Action Step 1

Using mathematical practices of the Common Core State Standards, students will be provided support in mathematical fluency and problem solving proficiency in the areas of equations, inequalities and systems of linear equations. They will be provided opportunities to model real world situations with relations and functions using multiple representations (graphical, tabular, algebraic and verbal) and will find ways to combine those perspectives to reach deeper conclusions and connections.

Person or Persons Responsible

Algebra I teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Math Club attendance rosters.

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

Monitor attendance rosters, lesson plans and student work folders.

Person or Persons Responsible

LLT and Department Chairperson

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance benchmark assessments.

Plan to Monitor Effectiveness of G4.B1.S1

Monitor Benchmark and Interim Assessment Data

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the 2014 Algebra I EOC.

G4.B2 The area of deficiency for students scoring at Level 4 in Algebra I as noted on the 2013 EOC administration was Rationals, Radicals, Quadratics, and Discrete Mathematics.. Students lack the experience with real world situations with quadratic equations using multiple representations; graphical, tabular, algebraic and verbal and to find ways to combine those perspectives to reach deeper conclusions and connections. Data indicates that students achieved 46% proficiency in this area. Our goal for the 2014 Algebra I EOC is to increase the level of proficiency by 5 percentage points to 51%.

G4.B2.S1 Planning for explicit instruction will provide students with lessons which give them the opportunity to solve algebraic proportions in real world or mathematical contexts and to solve problems using quadratic equations.

Action Step 1

Utilizing the differentiated instruction strategies, students will be provided opportunities to work with quadratic equations using multiple representations. Venn diagrams will be used to explore and make arguments about relationships among sets and students will be provided with opportunities to construct arguments and critique arguments of peers. Students will be encouraged to justify their conclusions and respond to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Venn diagrams; lesson plans aligned to the District Pacing Guide.

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

Classroom walkthroughs, monitor lesson plans and alignment with District Pacing Guides, monitor student work folders.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk through logs.

Plan to Monitor Effectiveness of G4.B2.S1

Increased performance on District Interim Assessments and benchmark assessments.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the 2014 Algebra I EOC.

G5. Our 2013 - 2014 goal for Middle School Acceleration is to maintain 100% percentage points in participation and to improve our 78% performance by 2 percentage points to 80%.

G5.B1 Middle school students lack the motivation to participate in accelerated courses.

G5.B1.S1 Develop a Math Club in which students participate in enrichment, project based learning activities before the start of the school day.

Action Step 1

Form a Math Club which supports an enrichment, project-based learning environment. Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support the mathematical fluency and problem solving proficiency in the areas of expressions, equations and functions. Students will experience enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where they will explain their thinking while working with the concepts of expressions, equations and functions.

Person or Persons Responsible

Algebra I teacher

Target Dates or Schedule

Twice per week

Evidence of Completion

Attendance rosters and Sign-in logs.

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

Monitor attendance rosters and student participation as well as lesson plans and student work folders.

Person or Persons Responsible

LLT and Department Chairperson

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Sign-in logs and Attendance rosters

Plan to Monitor Effectiveness of G5.B1.S1

Monitor program components and attendance logs

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased performance on District Interim Assessment

G5.B2 Middle school students participating in accelerated courses achieved 78% proficiency. Students have difficulty with functions, linear equations and inequalities.

G5.B2.S1 Through lesson planning aligned with the District Pacing Guide, students will be offered opportunities to symbolically represent, solve, graph and interpret linear equations, inequalities, and systems of linear equations in two variables.

Action Step 1

Differentiated instruction will support students' mathematical fluency and problem solving proficiency in the areas of equations, inequalities and systems of linear equations. Students will participate in the Math Club initiative where they will be given opportunities to model real world situations with relations and functions using multiple representations.

Person or Persons Responsible

Algebra I teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Sign-in logs

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

Classroom walkthroughs, review of Math Club sign in logs and monitor student work folders.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Classroom walkthrough logs.

Plan to Monitor Effectiveness of G5.B2.S1

Interim Assessment and Benchmark Assessment data review.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the 2014 Algebra I EOC

G6. The results of the 2012 FCAT 2.0 Grade 5 Science Test indicate that 32% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 37%.

G6.B1 The area of deficiency for students scoring at Level 3 as noted on the 2013 administration of the FCAT2.0 Science Test was Physical Science. Students require more exposure to be able to identify basic forms or energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion. Data indicates that students achieving at or above level 3 proficiency in this area is at 50%. Our goal for the 2014 administration of the FCAT 2.0 Science Test is to increase proficiency by 5 percentage points to 55%.

G6.B1.S1 Students will participate in a variety of hands-on, inquiry-based learning opportunities in which they will analyze, draw appropriate conclusions, and apply key instructional concepts. Through weekly experiences in the school science lab, students will participate in scientific projects which will familiarize them with the concepts of forms of energy and discover relationships among mass, force and motion. Students will be provided before school computer time to increase their knowledge of physical science through the GIZMOS program.

Action Step 1

Through small group and differentiated instruction students will be provided with a variety of hands-on, inquiry-based learning opportunities in which they will analyze, draw appropriate conclusions, and apply key instructional concepts. Through weekly experiences in the school science lab, students will participate in scientific projects which will familiarize them with the concepts of forms of energy and discover relationships among mass, force and motion. Students will be provided before school computer time to increase their knowledge of physical science through the GIZMOS program. Interactive journals will be used with all students to log observations, dictate key vocabulary and formulate hypotheses.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive journals

Facilitator:

Department chairperson

Participants:

All Science Teachers

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

Monitor the planning and implementation of science experiments and the development of interactive journals. Monitor sign-in logs of before school programs as well as monthly GIZMOS usage reports.

Person or Persons Responsible

LLT and Department Chairperson

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Science Lab attendance logs and interactive journal development.

Plan to Monitor Effectiveness of G6.B1.S1

Monitor benchmark assessments and District Interim Assessment data.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased performance on District Interim Assessments.

G6.B2 The area of deficiency for students scoring at Level 4 as noted on the 2013 administration of the FCAT2.0 Science Test was Life Science. Students require more exposure to be able to identify the functions of human body organs and compare life cycles of Florida plans and animals as well as identify adaptations in animals and plans that allow them to survive and trace energy through a food chain. Data indicates that students achieving at or above level 3 proficiency in this area is at 50%. Our goal for the 2014 administration of the FCAT 2.0 Science Test is to increase proficiency by 5 percentage points to 55%.

G6.B2.S1 Planning for explicit instruction utilizing the District Pacing Guide will ensure that all students have the opportunity to discover the functions of human body organs and experiences with the life cycles of plants and animals. Project based learning activities will promote collaborative learning and engage students in accountable talk which will drive their instruction.

Action Step 1

Explicit and differentiated instructional strategies will be employed to provide students with a rigorous science lab routine which will allow for project based learning experiences on the functions of the human body organs as well as the life cycle of plants and animals. Student interactive journals will be utilized to document findings and foster students' abilities to articulate through narrative or annotated visual representation of the life cycle of plants and animals. The Science and Computer Lab will be open three mornings per week before school to allow students to utilize the GIZMOS instructional technology program to support their knowledge in this area.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Sign-in logs and GIZMOS participation records.

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

Classroom walkthroughs to ensure implementation of effective science instruction aligned to the Pacing Guides and the use of hands on inquiry and interactive journals with corrective feedback. Monitoring of GIZMOS participation and performance data.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance in GIZMOS participation and performance.

Plan to Monitor Effectiveness of G6.B2.S1

Increased performance on District Interim Assessments and Benchmark Assessments

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the 2014 FCAT Science Assessment.

G7. The results of the 2012 FCAT 2.0 Grade 8 Science Test indicate that 44% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 49%.

G7.B1 The area of deficiency for students scoring at Level 3 as noted on the 2013 administration of the FCAT2.0 Science Test was Nature of Science. Students lack exposure to variables and differentiated experiments; they require more practice in analyzing information to make inferences or predictions, differentiate replication and repetition and distinguish between theories and laws.

G7.B1.S1 Students will participate in a variety of hands-on, inquiry-based learning opportunities in which they will analyze, draw appropriate conclusions, and apply key instructional concepts. Through weekly experiences in the school science lab, students will participate in scientific projects which will familiarize them with the concepts of outcome variables, experiments and investigations, analysis of information to make inferences or predictions. Students will be provided before school computer time to increase their knowledge of physical science through the GIZMOS program.

Action Step 1

Through small group and differentiated instruction students will be provided with a variety of hands-on, inquiry-based learning opportunities in which they will analyze, draw appropriate conclusions, and apply key instructional concepts. Through weekly experiences in the school science lab, students will participate in scientific projects which will familiarize them with the concepts of replication and repetition as well as testing outcomes and variables. Students will be provided before school computer time to increase their knowledge of physical science through the GIZMOS program. Interactive journals will be used with all students to log observations, dictate key vocabulary and formulate hypotheses.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Sign-in logs for GIZMOS Lab, completed interactive journals

Facilitator:

Department Chairperson

Participants:

Science Teachers

Action Step 2

Implement effective collaborative planning using District Pacing Guides and to reinforce rigorous activities and collaborative conversation through the process of scientific discovery.

Person or Persons Responsible

Classroom Teachers Curriculum Leaders

Target Dates or Schedule

Weekly

Evidence of Completion

Review of lesson plans for a variety of instructional activities which allow for rigorous activities and collaborative conversation.

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

Monitor attendance rosters of before school programs. Monitor lesson plans, interactive journals and student work folders.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased participation in GIZMOS Lab, increased development of interactive journals.

Plan to Monitor Effectiveness of G7.B1.S1

Monitor benchmark assessments and District Interim Assessment data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on Interim Assessments.

G7.B2 The area of deficiency for students scoring at Level 4 as noted on the 2013 administration of the FCAT2.0 Science Test was Physical Science. Students lack exposure to classifying substances by physical properties, being able to differentiate physical and chemical change, distinguish between kinetic and potential energy and differentiate contact forces and forces acting at a distance.

G7.B2.S1 Through planning for explicit instruction, students will be provided opportunities to participate in project based learning through consistent utilization of the Science Lab and Computer Lab. A timeline will allow for the development of student projects and ensure that students participate in scientific enrichment activities.

Action Step 1

Differentiated instruction strategies aligned with the District Pacing Guide will be implemented to allow students to participate in project based learning activities. Projects will promote the ability to classify substances by physical properties and differentiate physical and chemical change. The Computer Lab and Science Lab will be opened three mornings each week before school to allow students to participate in the GIZMOS technology program to support their instruction in this area. Reflections on discovery will be written utilizing interactive journals.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Sign in logs and GIZMOS participation reports.

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

Monitor attendance rosters of before school programs. Monitor lesson plans, interactive journals and student work folders.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

GIZMOS participation and performance logs

Plan to Monitor Effectiveness of G7.B2.S1

Increased performance on District Interim Assessments and Benchmark Tests

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the 2014 FCAT Science Assessment.

G8. During the 2012-2013 school year, there were four opportunities for STEM-related experience. Our goal for the 2013-2014 school year is to increase the number of experiences to six.

G8.B1 Students have limited exposure to STEM based programs which will help facilitate a thorough understanding of the scientific process and the integration of math concepts.

G8.B1.S1 Provide opportunities for projects with a focus on invention. Sponsor a STEM Competition. Provide students with opportunities to participate in SIMCity technology.

Action Step 1

Develop a plan to implement a STEM competition. Provide lab time to support SimCity experience.

Person or Persons Responsible

Math and Science Teachers

Target Dates or Schedule

Once a year.

Evidence of Completion

Sign in and attendance logs.

Facilitator:

Department chairpersons

Participants:

Math and Science teachers -- Middle School

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

Implement progress checkpoints toward STEM competition.

Person or Persons Responsible

LLT and Department Chairpersons

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Plan development toward STEM competition.

Plan to Monitor Effectiveness of G8.B1.S1

Support and monitor progress of STEM Competition plan and SimCity technology experience.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

STEM Competition

G9. During the 2012-2013 school year, there were four opportunities for CTE-related experience. Our goal for the 2013-2014 school year is to increase the number of experiences to six.

G9.B1 Middle school students lack the motivation to enroll in CTE courses.

G9.B1.S1 Provide opportunities for students to apply literacy and STEM-related skills when solving real-world problems through events such as Fairchild Challenge and Miami Dade Youth Fair Robotics competitions which will engage the interest of students to enroll in CTE courses.

Action Step 1

A timeline of events throughout the year leading to culminating activities such as the Fairchild Challenge and the Miami Dade Youth Fair Robotics competitions will be developed. Cross-disciplinary teams will identify STEM and CTE objectives to be accomplished towards the completion of these competitions.

Person or Persons Responsible

Middle School Science and Math Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Completed timeline and schedule of CTE related activities.

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

Monitor timeline and attend CTE related activities.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in logs and attendance logs.

Plan to Monitor Effectiveness of G9.B1.S1

Monitor for increased performance on Math and Science Interim Assessments and Benchmark Assessments.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the 2014 FCAT Mathematics and Science Assessments.

G9.B2 Accelerated course offerings are not strong enough for students to become prepared to participate effectively in CTE courses at the high school level.

G9.B2.S1 Provide a Career Exploration section that offers students a variety of experiences based in the CTE curriculum.

Action Step 1

Develop a plan for a career EXPO

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Once a year

Evidence of Completion

CTE experience through the curriculum which build toward the formation of the CTE EXPO

Facilitator:

Grade and Department Chairpersons

Participants:

All teachers

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

Monitor progress points toward development of CTE Career EXPO

Person or Persons Responsible

LLT and Grade and Department Chairpersons

Target Dates or Schedule

Monthly

Evidence of Completion

Progress checkpoints accomplished toward developing CTE Career EXPO

Plan to Monitor Effectiveness of G9.B2.S1

CTE Career EXPO Event

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Culminating Activity

Evidence of Completion

Increase in the number of CTE experiences for the 2013-2014 school year.

G9.B3 CTE teachers require further knowledge of industry certification exam objectives and testing procedures.

G9.B3.S1 Provide release time for teachers to collaborate on in house brainstorming on CTE testing procedures and to attend professional development on industry certification.

Action Step 1

Through collaboration with the Professional Development Liaison, curriculum leaders will keep apprised of District provided professional development. Teachers will be provided with release time to attend these training sessions as well as to meet with the Cross Disciplinary team to develop effective CTE testing procedures as well as to work toward industry certification.

Person or Persons Responsible

Middle School Math and Science teachers.

Target Dates or Schedule

The Cross Disciplinary team will meet monthly and professional development training sessions will be in accordance with the District PD schedule.

Evidence of Completion

Meeting agendas, sign in logs and PD registration.

Plan to Monitor Fidelity of Implementation of G9.B3.S1

Monitor agendas and minutes of Cross Disciplinary team meetings. Monitor participation of teachers attending industry certification professional development.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Cross Disciplinary team meeting minutes, agendas, sign-in logs and PD registration.

Plan to Monitor Effectiveness of G9.B3.S1

Monitor for increased number of CTE experiences for middle school students as well as plan and attend Cross Disciplinary Team meetings. Monitor for increased performance on Math and Science Interim Assessments.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the 2014 FCAT Mathematics and Science Assessments.

G9.B4 STEM instruction is not enhanced within CTE instruction.

G9.B4.S1 Form Cross Disciplinary teams for integrated CTE and STEM academic curriculum. Team members will identify STEM objectives and develop a schedule of events and activities on a focus calendar.

Action Step 1

Utilizing the Professional Learning Community model, a Cross Disciplinary team will be formed to identify STEM objectives to be developed and implemented across reading, math and science classes in middle school grades. Team members will participate in lesson study activities for developing cross-curricular lessons.

Person or Persons Responsible

Reading, Math and Science Middle school teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Cross Disciplinary team agendas, sign-in logs and minutes.

Plan to Monitor Fidelity of Implementation of G9.B4.S1

Conduct classroom walkthroughs of reading, math and science middle school classes where CTE strategies are being implemented for the purpose of monitoring CTE lesson plans, student work folders assessment components. Monitor the agendas, sign-in logs and minutes of Cross Disciplinary team meetings.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Cross Disciplinary team meeting agendas, sign-in logs, minutes and classroom walkthrough logs.

Plan to Monitor Effectiveness of G9.B4.S1

Monitor for increased performance on Reading, Math and Science interim Assessments among CTE students in the middle school grade levels.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the 2014 FCAT Reading, Mathematics and Science Assessments.

G9.B5 CTE teachers may not have access to instructional resources to support literacy standards instruction.

G9.B5.S1 Through collaboration with the Professional Development Liaison, a PD schedule for CTE resources and literacy standards will be developed.

Action Step 1

Construct a needs assessment survey to ascertain which areas of CTE instructional resources are needed and which areas of literacy standards requires support. Based on the results of the survey, a calendar of professional development opportunities will be developed through both in-house activities and District support professional development.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Needs assessment will be conducted in November 2014 and the professional development sessions will be scheduled according availability with in-house activities planned 3 times during the year.

Evidence of Completion

In-house professional development agendas, sign-in logs and registration. Needs assessment survey results.

Facilitator:

Curriculum leaders in the middle school

Participants:

Middle School Reading, Math and Science teachers.

Plan to Monitor Fidelity of Implementation of G9.B5.S1

Monitor the implementation of the needs assessments survey and review results. Monitor the scheduling of both in-house and District supported professional development participation.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Needs assessment survey results and in-house professional development calendar.

Plan to Monitor Effectiveness of G9.B5.S1

Conduct classroom walkthroughs where CTE experiences are being provided and review student work folders and lesson plans. Monitor for increased performance on Reading, Math and Science Interim Assessments

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the 2014 FCAT Reading, Mathematics and Science Assessments.

G10. Our goal for 2013 – 2014 is to increase our performance on the Civics EOC Test by a 10 percentage points per reporting category.

G10.B1 According to the results of the 2013 District Civics EOC Assessment, the area of greatest difficulty for students was Organization and Function of Government.

G10.B1.S1 Provide students with opportunities to use print and non-print resources to research governmental organization and civics. Use the District Pacing Guide to plan for instruction and ensure that at least one primary source document learning activity is used per week.

Action Step 1

Utilizing the pacing guide, students will be provided with opportunities to interact with relevant social sciences text. Students will utilize cross-curricuiuar interactive journals to support the vocabulary related to government structure and develop deeper meaning.

Person or Persons Responsible

Civics teachers in middle school and all social studies teachers at the elementary level.

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive journals

Facilitator:

District supported inservice

Participants:

Middle school civics teacher and two elementary grade teachers.

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

Monitor the development of interactive journals and the weekly use of at least one primary source document learning activity per week.

Person or Persons Responsible

Department Chairperson, LLT and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive journals and increased performance on benchmark assessments.

Plan to Monitor Effectiveness of G10.B1.S1

Conduct Civics and Social Studies classroom walkthroughs monitoring planning and implementation of interactive journals as well as primary source document learning activities as well as student work folders.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Results of the 2014 Civics EOC Exam.

G11. Data indicates that 45% of students fall into one or more of the Early Warning System categories. Our goal for the 2013-2014 school year is to reduce the percentage of students in the Early Warning System by 10 percentage points to 35%.

G11.B1 Data indicates that 7% of students miss 10% or more of available instructional time. Our goal for the 2013-2014 school year is to reduce the percentage of students missing instructional time by 1 percentage point to 6%.

G11.B1.S1 Illness and excused absences continue to be a barrier to attendance rating and the opportunities to highlight positive behavior are limited. Maintain a clean environment throughout the school and emulate healthy choices and prevention strategies. Utilize the SPOT Success recognition program to highlight positive behaviors; provide conflict resolution teams among student leaders to mediate before situations escalate.

Action Step 1

Develop long range and short range goals for building maintenance and healthy choice food options.

Person or Persons Responsible

Cafeteria and Custodial staff

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Development of plan and healthy choice food options.

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

Monitor SCRUB reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Reduced number of SCRUB reports.

Plan to Monitor Effectiveness of G11.B1.S1

Monitor Attendance and tardy reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Reduced absences and tardies

G11.B2 Data indicates the 11% of students receive two or more behavior referrals. Our goal for the 2013-2014 school year is to reduce the percentage of students receiving behavior referrals by 1 percentage point to 10%.

G11.B2.S1 Students require more intrinsic and extrinsic motivators to follow the code of student conduct. Students who display appropriate behavior on a consistent basis will be highlighted through the Student of the Month bulletin board and the District's SPOT Success program.

Action Step 1

Utilizing the code of student conduct and the school's progressive discipline plan, students will be provided with many opportunities to model appropriate behavior. The Student of the Month bulletin board highlights a different student each week who has either shown consistently good citizenship or a student who has made great progress, The SPOT Success program will also be utilized to highlight the citizenship attributes of our students who behave appropriately. The afternoon announcements will bring focus to these program components.

Person or Persons Responsible

Classroom Teachers, Guidance Counselor

Target Dates or Schedule

Weekly / Monthly

Evidence of Completion

SPOT Success participation and Student of the Month bulletin board.

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

Monitor the submission of SPOT Success applications and the Student of the Month bulletin board.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Reduction in the number of referrals for behavioral concerns.

Plan to Monitor Effectiveness of G11.B2.S1

Review the reports of students receiving referrals for a reduction in the number of students receiving behavioral referrals.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Reduction in the number of students receiving two or more behavioral referrals.

G11.B3 Data indicates that 5% of students are retained in the grade range of PreK through 5. Our goal for the 2013-2014 school year is to reduce the number of students retained by 1 percentage point to 4%.

G11.B3.S1 Students who are struggling with reading will be provided explicit, differentiated instruction as well as structured intervention. This includes the remedial portions of the FAIR diagnostic assessment, Wonder Works intervention component of the Wonders reading series, Voyager and SuccessMaker. Progress points will be identified and communicated to the RtI team for their input and involvement.

Action Step 1

Upon review of initial FAIR data, students will be grouped in order to service their reading needs through phonics, phonemic awareness and fluency. Students who show indicators of difficulty will receive small group instruction with leveled readers and supportive instruction at least four times per week. Included in this small group instruction will be experience with the Wonder Works intervention component of the Wonders reading series. If additional support is needed, students will be provided extra time on SuccessMaker either during the instructional day or through before and after school programs.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Participation logs of Wonder Works, Voyager and SuccessMaker usage reports.

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

Review of lesson plans, student work folders, FAIR data reports and Intervention participation rosters.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased number of students receiving early intervention.

Plan to Monitor Effectiveness of G11.B3.S1

Monitor the number of students participating in intervention programs, monitor the participation reports of students utilizing Wonder Works, SuccessMaker and Voyager.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased proficiency of students being provided with intervention strategies.

G11.B4 Data indicates that 66% of students are not proficient in reading by 3rd grade. Our goal for the 2013-2014 school year is to reduce the number of students not proficient in reading by 7 percentage points to 59%.

G11.B4.S1 Students who are struggling with reading will be provided explicit, differentiated instruction as well as structured intervention. This includes the remedial portions of the FAIR diagnostic assessment, Wonder Works intervention component of the Wonders reading series, Voyager and SuccessMaker. Progress points will be identified and communicated to the RtI team for their input and involvement.

Action Step 1

Upon review of initial FAIR data, students will be grouped in order to service their reading needs through phonics, phonemic awareness and fluency. Students who show indicators of difficulty will receive small group instruction with leveled readers and supportive instruction at least four times per week. Included in this small group instruction will be experience with the Wonder Works intervention component of the Wonders reading series. If additional support is needed, students will be provided extra time on SuccessMaker either during the instructional day or through before and after school programs.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Participation logs of Wonder Works, Voyager and SuccessMaker usage reports.

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

Review of lesson plans, student work folders, FAIR data reports and Intervention participation rosters.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased number of students receiving early intervention.

Plan to Monitor Effectiveness of G11.B4.S1

Monitor the number of students participating in intervention programs, monitor the participation reports of students utilizing Wonder Works, SuccessMaker and Voyager.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased proficiency of students being provided with intervention strategies.

G11.B5 Data indicates that 15% of students have failed a math course in the grade range of 6 through 8. Our goal for the 2013-2014 school year is to reduce the number of students failing a math course by 1 percentage point to 14%.

G11.B5.S1 Students who are struggling with math will be provided explicit, differentiated instruction as well as structured intervention. This includes the remedial portions of SuccessMaker and before and after school tutorial sessions. Progress points will be identified and communicated to the RtI team for their input and involvement.

Action Step 1

Using Mathematical practices of the Common Core State Standards, students will be supported in mathematical fluency and problem solving proficiency in the areas in which they are having difficulty. They will be able to identify or describe a situation that requires the use of the area formula in a real-world context through small group instruction and differentiated instruction. Observations and outcomes will be documented in student interactive journals. Students in this category will receive more practice with these skills through before/after school tutorial programs

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance rosters of before and after school tutorial programs.

Plan to Monitor Fidelity of Implementation of G11.B5.S1

Monitor the attendance logs of before and after school tutorials programs. Monitor lesson plans for intervention provisions.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased participation in tutorial programs.

Plan to Monitor Effectiveness of G11.B5.S1

Review data from Benchmark and Interim Assessments to ensure targeted students are making progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased performance on Benchmark Assessments and District Interim Assessments.

G11.B6 Data indicates that 1% of students have failed an English Language Arts course in the grade range of 6 through 8. Our goal for the 2013-2014 school year is to reduce the number of students failing an English Language Arts course by 1 percentage point to 0.

G11.B6.S1 Students who are struggling with English Language Arts will be provided explicit, differentiated instruction as well as structured intervention. This includes the remedial portions of the FAIR diagnostic assessment, Language! Intensive Reading series, Voyager and SuccessMaker. Progress points will be identified and communicated to the RtI team for their input and involvement.

Action Step 1

As students enter middle school grades they are screened for their reading proficiency. Students then are placed in Intensive Reading classes during which time they are able to work in small groups with their teacher to begin bringing up their skills. The Language! Intervention Program is also used with these students. If sufficient progress is not being made, students will receive extra time on SuccessMaker and before or after school tutorial programs.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance rosters and sign-in logs of before and after school tutorial sessions.

Plan to Monitor Fidelity of Implementation of G11.B6.S1

Review data of Benchmark and Interim Assessments for participation and progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased performance on Benchmark Assessments and District Interim Assessments.

Plan to Monitor Effectiveness of G11.B6.S1

Review Benchmark and Interim Assessment data for participation and progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased performance on Benchmark Assessments and District Interim Assessments.

G11.B7 Data indicates that 9% of students fail two or more courses in any subject in the grade range of 6 through 8. Our goal for the 2013-2014 school year is to reduce the number of students failing two or more courses by 1 percentage point to 8%.

G11.B7.S1 Students who are failing two or more courses will be identified during the first quarter of the year in order to ascertain causes for retention. Barriers to reading comprehension will be addressed through Intensive Reading courses. Barriers with language proficiency will be addressed through pull-out/push-in intervention. Barriers to math will be addressed through Computer Assisted Instruction and pull-out/push-in intervention.

Action Step 1

Students who are failing two or more courses will be identified during the first quarter of the year in order to ascertain causes for retention. Barriers to reading comprehension will be addressed through Intensive Reading courses. Barriers with language proficiency will be addressed through pull-out/push-in intervention. Barriers to math will be addressed through Computer Assisted Instruction and pull-out/push-in intervention.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Rosters; Program participation Rosters

Plan to Monitor Fidelity of Implementation of G11.B7.S1

Monitor attendance rosters, review lesson plans of intensive courses, monitor student work folders and implement classroom walk throughs.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Increased participation in Intensive Courses and Computer Assisted Instruction programs.

Plan to Monitor Effectiveness of G11.B7.S1

Monitor Benchmark Assessment Data and District Interim Assessment Data for progress of targeted students.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased performance on Benchmark Assessments and District Interim Assessments.

Coordination and Integration

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

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

At Hubert O. Sibley K-8 Academy, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. These opportunities include a twelve-week Science/Math After School Tutorial, a five week Writing Tutorial and Supplemental Educational Services (SES) Tutoring. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Administrators, grade chairpersons and the Reading Coach develop, lead and evaluate core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include the Bilingual Parent Outreach Program (BPOP), Supplemental Educational Services; and special support services to special needs populations including ELL students and new students displaced by the earthquake in Haiti.
Title II
Hubert O. Sibley K-8 Academy administration utilized supplemental funds provided by the District for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III
Hubert O. Sibley K-8 Academy administration utilizes its Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
• tutorial programs
• parent outreach activities
• behavioral/mental counseling services
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers
• reading and supplementary instructional materials
hardware and software for the development of language and literacy skills in reading, mathematics and science, to be used by ELL and immigrant students
Title VI, Part B – NA
N/A
Title X- Homeless
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless

children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• Project Upstart will be proposing a 2012 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
Hubert O. Sibley Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
Hubert O. Sibley K-8 Academy supports the Character Education program through student services/ guidance personnel with a focus on anti-bullying and conflict mediation. All fifth grade students participate in the DARE program in conjunction with the Miami-Dade Police Department.
Nutrition Programs
1.) Hubert O. Sibley K-8 Academy personnel adhere to and implements the nutrition requirements stated in the District Wellness Policy.
2.) Nutrition education, as per state statute, is taught through physical education.
The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs - N/A
Head Start
N/A
Adult Education
Hubert O. Sibley K-8 Academy services the enrollment of the North Miami Senior High School Adult Education Program by providing six classrooms and office space for use during their night school program.
Career and Technical Education
The student services staff at Hubert O. Sibley K-8 Academy work together with the administration to host an annual Career Day. Where appropriate, the core curriculum is linked to every day experiences with a focus on developing students who are prepared to compete in a contemporary global society.
Job Training
N/A

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 assessment 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 14 percentage points to 56%.

G1.B5 The area of deficiency for students scoring at or above Achievement Level 3, as noted on the 2013 FCAT 2.0 administration was in the area of Reading Application due to lack of experience in reading and interpreting features such as graphics, legends, illustrations and diagrams and lack of experience in targeting main idea, relevant details and conclusions/inferences. Data indicates that students achieved 47% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 52%.

G1.B5.S1 Through structured and explicit instruction, students will be provided a variety of instructional strategies and activities including building strong arguments to support answers, intensifying the utilization of vocabulary; reciprocal teaching and question/answers relationships. Students will engage in activities which guide them through targeting main idea or essential message in grade-level or higher texts through the use of a main idea table and close reading strategies.

PD Opportunity 1

To develop strength in this area, students will have experiences with author's purpose charts, two column notes, sequence chain and power notes allowing them to refer to details and examples in a text to determine what the text says explicitly.

Facilitator

Curriculum Leaders Assistant Principal

Participants

Classroom teacher Curriculum leaders

Target Dates or Schedule

Weekly

Evidence of Completion

Increased proficiency on benchmark assessments.

G1.B6 The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was in the area of Informational Text and Research Process due to lack of experience in reading and interpreting features such as graphics, legends, illustrations, charts and keys. Data indicates that students achieved 47% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 52%.

G1.B6.S1 Provide students with a wide variety of materials for reading which will support their ability to interpret graphs, legends, illustrations, charts and keys. Through explicit instruction, students will gain more experience interacting with text such as how-to articles, brochures and websites focusing on making connections between the text of a story or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

PD Opportunity 1

Through the implementation of the District Pacing guide and lesson study planning, activities will be presented to students which engage their ability to interact with a wide variety of reading materials. Small group work and differentiated instruction strategies will be implemented to allow students to engage in accountable talk over a selected text. Instructional strategies will include the implementation of text feature charts and text feature analysis.

Facilitator

Grade and Department chairpersons

Participants

All reading teachers.

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Completion of text feature charts. Increased performance in this category on District Interim Assessments.

G1.B7 The area of deficiency for students making learning gains as noted on the 2013 FCAT 2.0 administration was in the area of Vocabulary due to language barriers and a gap in the knowledge of base words and ability to determine shades of meaning in related words. Data indicates that students achieved 56% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 61%.

G1.B7.S1 Students at all reading levels will make use of interactive journals in all core subject areas which will enable them to create a bank of base words which will include common prefixes, suffixes, antonyms, synonyms and multiple meanings. These journals are interactive in that they allow for continual monitoring and feedback from the teachers as well as their peers, when appropriate through small group and collaborative learning groups. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers.

PD Opportunity 1

Develop and maintain interactive journals. Instruction using context clues should allow students to build their general knowledge of words and word relationships as well as multiple meanings of words. Explicit instruction should provide students with opportunities to read in all content areas with increased emphasis on cross-content reading.

Facilitator

Assistant Principal

Participants

Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Word banks which cross the curriculum, fully developed cross curricular interactive journals, increased performance on benchmark assessments.

G1.B8 The area of deficiency for students in the lowest 25% as noted on the 2013 FCAT 2.0 administration was in the area of Vocabulary due to a gap in the knowledge of base words and ability to determine shades of meaning in related words. Data indicates that students achieved 56% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 61%.

G1.B8.S1 Students will make use of interactive journals in all core subject areas which will enable them to create a bank of base words which will include common prefixes, suffixes, antonyms, synonyms and multiple meanings. These journals are interactive in that they allow for continual monitoring and feedback from the teacher as well as their peers, when appropriate through small group and collaborative learning groups.

PD Opportunity 1

Students will develop and use interactive journals to form a personal dictionary, word arrays, and multiple meaning words. More opportunities to utilize Computer Assisted Instruction such as SuccessMaker and Wonder Works to develop both fluency and comprehension.

Facilitator

Grade and Department Chairpersons

Participants

All reading teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Cross curricular interactive journals and CAI usage reports.

G1.B9 The area of CELLA Listening and Speaking was deficient as students require more exposure to conversations and dialogue on a given topic or subject.

G1.B9.S1 Provide meaningful language practice. Structure conversations around books and subjects that build vocabulary. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful.

PD Opportunity 1

Skits and dialogue using key vocabulary.

Facilitator

ELL Teachers

Participants

All reading teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Completed skits utilizing unit vocabulary.

G2. The results of the 2013 FCAT Writing Test indicate that 46% (67) of students scored Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3.5 or higher to 51%.

G2.B1 The area of deficiency as noted on the 2013 Grade 4 FCAT Writing 2.0 administration was in student's inability to write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience.

G2.B1.S1 Students will write routinely on topics based on personal experience, drafting pieces that are focused on one main idea or event with ample development of supporting details.

PD Opportunity 1

Students will be encouraged to write narratives that include a main idea and characters by reading personal narratives to notice text characteristics and author's craft techniques, using graphic organizers such as timelines and storybooks that focus on one main event. They will gain experiences which allow them practice in applying appropriate transitions that show cause and effect. compare and contrast, emphasis, illustration and connection to supporting ideas.

Facilitator

Curriculum Leaders

Participants

Curriculum leaders Classroom teachers

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Written samples which are fully developed with ample supporting details. Increased performance on Writing Mid-Year Assessments

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 42% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase mathematics proficiency by 17 percentage points to 59%.

G3.B1 The area of deficiency for Black students as noted on the 2013 administration of the FCAT 2.0 Math Test was fractions. Students in this subgroup lack the experience which allow them to understand fractions, fraction equivalence and comparison. Data indicates that students achieved 50% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 55%.

G3.B1.S1 Students will develop an understanding of decimals, including the connection between fractions and decimals; use and represent numbers through millions in various contexts; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions. Differentiated instruction, project based learning, concrete and virtual manipulatives will assist students through the Go Math! series.

PD Opportunity 1

Provide opportunities for students to identify a fraction from a area or set model; compare and order fractions with like denominators using a model; identify an equivalent fraction for one-half and one-fourth using a model. Students will receive extra time before and/or after school to practice with fractions and fraction equivalence experience on SuccessMaker and FCAT Explorer.

Facilitator

Grade level chairpersons and CAI Coordinators

Participants

Math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker and FCAT Explorer usage reports; Attendance roster for before and after school tutorials; increased performance on Benchmark Assessments.

G3.B2 The area of deficiency for Hispanic students as noted on the 2013 administration of the FCAT 2.0 Math Test was fractions. Students in this subgroup lack the experience which allow them to understand fractions, fraction equivalence and comparison. Data indicates that students achieved 50% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 55%.

G3.B2.S1 Deliver explicit, differentiated instruction to allow students more exposure to mathematical exploration and the development of understanding of fractions through the use of manipulatives and models. Students in this group will also be afforded extra time on SuccessMaker and FCAT Exlporer.

PD Opportunity 1

Provide opportunities for students to identify a fraction from a area or set model; compare and order fractions with like denominators using a model; identify an equivalent fraction for one-half and one-fourth using a model. Students will receive extra time before and/or after school to practice with fractions and fraction equivalence experience on SuccessMaker and FCAT Explorer.

Facilitator

Grade level chairpersons and CAI program coordinators.

Participants

All math teachers.

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker and FCAT Explorer usage reports; Attendance roster for before and after school tutorials; increased performance on Benchmark Assessments.

G3.B3 The area of deficiency for ELL students as noted on the 2013 administration of the FCAT 2.0 Math Test was Operations. Students in this subgroup face difficulty in understanding the vocabulary associated with math operations and therefore struggle with conceptual understanding. Data indicates that students achieved 41% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 46%.

G3.B3.S1 Explicit and differentiated instruction will provide opportunities for students to identify fact families that demonstrate the inverse relationship between multiplication and division; identify the correct bar graph, pictograph or frequency table of a given set of data and interpret data on a bar graph or pictograph to solve problems. Support will be provided to promote mathematical fluency and problem solving skills in the areas of multiplication, patterns and graphs by providing extra time to practice and apply learned concepts in real-life situations and also through SuccessMaker and FCAT Explorer which will be supported during the day as well as before and after school. Special attention will be paid to math vocabulary building through the use of interactive journals.

PD Opportunity 1

Students will be provided small group instruction, additional time on CAI through SuccessMaker and FCAT Explorer both during the instructional day as well as through before and/or after school programs.. Students will develop their own interactive journals in which they will build upon their math vocabulary. Extra practice with number lines and bar graphs will allow students more time with numerical concepts which will then be applied to practical application.

Facilitator

Grade level chairpersons and CAI coordinators.

Participants

Math teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Developed interactive journals; CAI usage reports; attendance logs for before and after school programs.

G3.B4 The area of deficiency for SWD students as noted on the 2013 administration of the FCAT 2.0 Math Test was fractions. Students in this subgroup lack the experience which allow them to understand fractions, fraction equivalence and comparison. Data indicates that students achieved 50% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 55%.

G3.B4.S1 Deliver explicit, differentiated instruction to allow students more exposure to mathematical exploration and the development of understanding of fractions through the use of manipulatives and models. Students in this group will also be afforded extra time on SuccessMaker and FCAT Exlporer.

PD Opportunity 1

Provide opportunities for students to identify a fraction from a area or set model; compare and order fractions with like denominators using a model; identify an equivalent fraction for one-half and one-fourth using a model. Students will receive extra time before and/or after school to practice with fractions and fraction equivalence experience on SuccessMaker and FCAT Explorer.

Facilitator

Grade Level chairpersons and CAI Coordinators

Participants

Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker and FCAT Explorer usage reports; Attendance roster for before and after school tutorials; increased performance on Benchmark Assessments.

G3.B6 According to the results of the 2013 FCAT 2.0, students scoring at Level 3 proficiency experienced difficulty in the area of fractions. Students lack experience in identifying fractions and fraction equivalence. Students require more exposure to problems which include addition and subtraction of decimals and fractions. Students require more exposure to equivalency as it relates to number, fractions and decimals. Data indicates that students achieved 50% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 55%.

G3.B6.S1 Students will be provided opportunities to practice the use of fractions in small group instruction. Provide the instructional support needed for students to develop an understanding of fractions and fraction equivalence through project based learning involving experiences with pie graphs and number lines. Provide visual representation activities which will engage student's prior knowledge as it relates to fractions and fraction equivalence.

PD Opportunity 1

Using mathematical practices of the Common Core State Standards, students will be provided support in mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. Students will identify a fraction from an area or set model; compare and order fractions with like denominators using a model. Explicit instruction and small group instruction will be implemented to reinforce these skills as well as extra time on SuccessMaker, FCAT Explorer and Florida Achieves Focus.

Facilitator

Grade level and Department Chairpersons

Participants

All math teachers

Target Dates or Schedule

Twice a week

Evidence of Completion

SuccessMaker Reports FCAT Explorer Reports

G3.B7 According to the results of the 2013 FCAT 2.0 Mathematics assessment, students scoring at or above Level 4 proficiency experienced difficulty in Geometry and Measurement. Students require more exposure to problem solving proficiency in the areas of properties of two-dimensional shapes, perimeter and measurement. Data indicates that students achieved 36% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 41%.

G3.B7.S1 Provide enrichment experiences with support student's contexts for mathematical exploration of student understanding of geometric and measurement concepts through manipulatives and opportunities for practice.

PD Opportunity 1

Using Mathematical practices of the Common Core State Standards, students will be supported in mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes and identifying angles and transformations. They will be able to identify or describe a situation that requires the use of the area formula in a real-world context through small group instruction and differentiated instruction. Observations and outcomes will be documented in student interactive journals.

Facilitator

Department Chairpersons

Participants

All math teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Development of interactive journals and reflections on project based learning experiences.

G3.B8 According to the results of the 2013 FCAT 2.0 Mathematics assessment, students scoring Learning Gains experienced difficulty in Geometry and Measurement. Students require more exposure to problem solving proficiency in the areas of properties of two-dimensional shapes, perimeter and measurement. Data indicates that students achieved 36% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 41%.

G3.B8.S1 Provide enrichment experiences with support student's contexts for mathematical exploration of student understanding of geometric and measurement concepts through manipulatives and opportunities for practice.

PD Opportunity 1

Using Mathematical practices of the Common Core State Standards, students will be supported in mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes and identifying angles and transformations. They will be able to identify or describe a situation that requires the use of the area formula in a real-world context through small group instruction and differentiated instruction. Observations and outcomes will be documented in student interactive journals.

Facilitator

Grade Level and Department Chairperson

Participants

All math teachers

Target Dates or Schedule

Twice per week

Evidence of Completion

Sign-in rosters and interactive journals

G6. The results of the 2012 FCAT 2.0 Grade 5 Science Test indicate that 32% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 37%.

G6.B1 The area of deficiency for students scoring at Level 3 as noted on the 2013 administration of the FCAT2.0 Science Test was Physical Science. Students require more exposure to be able to identify basic forms or energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion. Data indicates that students achieving at or above level 3 proficiency in this area is at 50%. Our goal for the 2014 administration of the FCAT 2.0 Science Test is to increase proficiency by 5 percentage points to 55%.

G6.B1.S1 Students will participate in a variety of hands-on, inquiry-based learning opportunities in which they will analyze, draw appropriate conclusions, and apply key instructional concepts. Through weekly experiences in the school science lab, students will participate in scientific projects which will familiarize them with the concepts of forms of energy and discover relationships among mass, force and motion. Students will be provided before school computer time to increase their knowledge of physical science through the GIZMOS program.

PD Opportunity 1

Through small group and differentiated instruction students will be provided with a variety of hands-on, inquiry-based learning opportunities in which they will analyze, draw appropriate conclusions, and apply key instructional concepts. Through weekly experiences in the school science lab, students will participate in scientific projects which will familiarize them with the concepts of forms of energy and discover relationships among mass, force and motion. Students will be provided before school computer time to increase their knowledge of physical science through the GIZMOS program. Interactive journals will be used with all students to log observations, dictate key vocabulary and formulate hypotheses.

Facilitator

Department chairperson

Participants

All Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive journals

G7. The results of the 2012 FCAT 2.0 Grade 8 Science Test indicate that 44% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 49%.

G7.B1 The area of deficiency for students scoring at Level 3 as noted on the 2013 administration of the FCAT2.0 Science Test was Nature of Science. Students lack exposure to variables and differentiated experiments; they require more practice in analyzing information to make inferences or predictions, differentiate replication and repetition and distinguish between theories and laws.

G7.B1.S1 Students will participate in a variety of hands-on, inquiry-based learning opportunities in which they will analyze, draw appropriate conclusions, and apply key instructional concepts. Through weekly experiences in the school science lab, students will participate in scientific projects which will familiarize them with the concepts of outcome variables, experiments and investigations, analysis of information to make inferences or predictions. Students will be provided before school computer time to increase their knowledge of physical science through the GIZMOS program.

PD Opportunity 1

Through small group and differentiated instruction students will be provided with a variety of hands-on, inquiry-based learning opportunities in which they will analyze, draw appropriate conclusions, and apply key instructional concepts. Through weekly experiences in the school science lab, students will participate in scientific projects which will familiarize them with the concepts of replication and repetition as well as testing outcomes and variables. Students will be provided before school computer time to increase their knowledge of physical science through the GIZMOS program. Interactive journals will be used with all students to log observations, dictate key vocabulary and formulate hypotheses.

Facilitator

Department Chairperson

Participants

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Sign-in logs for GIZMOS Lab, completed interactive journals

G8. During the 2012-2013 school year, there were four opportunities for STEM-related experience. Our goal for the 2013-2014 school year is to increase the number of experiences to six.

G8.B1 Students have limited exposure to STEM based programs which will help facilitate a thorough understanding of the scientific process and the integration of math concepts.

G8.B1.S1 Provide opportunities for projects with a focus on invention. Sponsor a STEM Competition. Provide students with opportunities to participate in SIMCity technology.

PD Opportunity 1

Develop a plan to implement a STEM competition. Provide lab time to support SimCity experience.

Facilitator

Department chairpersons

Participants

Math and Science teachers -- Middle School

Target Dates or Schedule

Once a year.

Evidence of Completion

Sign in and attendance logs.

G9. During the 2012-2013 school year, there were four opportunities for CTE-related experience. Our goal for the 2013-2014 school year is to increase the number of experiences to six.

G9.B2 Accelerated course offerings are not strong enough for students to become prepared to participate effectively in CTE courses at the high school level.

G9.B2.S1 Provide a Career Exploration section that offers students a variety of experiences based in the CTE curriculum.

PD Opportunity 1

Develop a plan for a career EXPO

Facilitator

Grade and Department Chairpersons

Participants

All teachers

Target Dates or Schedule

Once a year

Evidence of Completion

CTE experience through the curriculum which build toward the formation of the CTE EXPO

G9.B5 CTE teachers may not have access to instructional resources to support literacy standards instruction.

G9.B5.S1 Through collaboration with the Professional Development Liaison, a PD schedule for CTE resources and literacy standards will be developed.

PD Opportunity 1

Construct a needs assessment survey to ascertain which areas of CTE instructional resources are needed and which areas of literacy standards requires support. Based on the results of the survey, a calendar of professional development opportunities will be developed through both in-house activities and District support professional development.

Facilitator

Curriculum leaders in the middle school

Participants

Middle School Reading, Math and Science teachers.

Target Dates or Schedule

Needs assessment will be conducted in November 2014 and the professional development sessions will be scheduled according availability with in-house activities planned 3 times during the year.

Evidence of Completion

In-house professional development agendas, sign-in logs and registration. Needs assessment survey results.

G10. Our goal for 2013 – 2014 is to increase our performance on the Civics EOC Test by a 10 percentage points per reporting category.

G10.B1 According to the results of the 2013 District Civics EOC Assessment, the area of greatest difficulty for students was Organization and Function of Government.

G10.B1.S1 Provide students with opportunities to use print and non-print resources to research governmental organization and civics. Use the District Pacing Guide to plan for instruction and ensure that at least one primary source document learning activity is used per week.

PD Opportunity 1

Utilizing the pacing guide, students will be provided with opportunities to interact with relevant social sciences text. Students will utilize cross-curriculuar interactive journals to support the vocabulary related to government structure and develop deeper meaning.

Facilitator

District supported inservice

Participants

Middle school civics teacher and two elementary grade teachers.

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive journals

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	The results of the 2013 FCAT 2.0 Mathematics Test indicate that 42% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase mathematics proficiency by 17 percentage points to 59%.	$15,000
G6.	The results of the 2012 FCAT 2.0 Grade 5 Science Test indicate that 32% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 37%.	$3,000
G7.	The results of the 2012 FCAT 2.0 Grade 8 Science Test indicate that 44% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 49%.	$2,000
G11.	Data indicates that 45% of students fall into one or more of the Early Warning System categories. Our goal for the 2013-2014 school year is to reduce the percentage of students in the Early Warning System by 10 percentage points to 35%.	$4,358
	Total	$24,358

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Other	Total
School Based Budget	$20,000	$0	$20,000
EESAC Budget	$0	$4,358	$4,358
Total	$20,000	$4,358	$24,358

Budget Details

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

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicate that 42% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase mathematics proficiency by 17 percentage points to 59%.

G3.B1 The area of deficiency for Black students as noted on the 2013 administration of the FCAT 2.0 Math Test was fractions. Students in this subgroup lack the experience which allow them to understand fractions, fraction equivalence and comparison. Data indicates that students achieved 50% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 55%.

G3.B1.S1 Students will develop an understanding of decimals, including the connection between fractions and decimals; use and represent numbers through millions in various contexts; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions. Differentiated instruction, project based learning, concrete and virtual manipulatives will assist students through the Go Math! series.

Action Step 1

Provide opportunities for students to identify a fraction from a area or set model; compare and order fractions with like denominators using a model; identify an equivalent fraction for one-half and one-fourth using a model. Students will receive extra time before and/or after school to practice with fractions and fraction equivalence experience on SuccessMaker and FCAT Explorer.

Resource Type

Personnel

Resource

Success Maker / FCAT Explorer supervised by hourly personnel.

Funding Source

School Based Budget

Amount Needed

$3,000

G3.B2 The area of deficiency for Hispanic students as noted on the 2013 administration of the FCAT 2.0 Math Test was fractions. Students in this subgroup lack the experience which allow them to understand fractions, fraction equivalence and comparison. Data indicates that students achieved 50% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 55%.

G3.B2.S1 Deliver explicit, differentiated instruction to allow students more exposure to mathematical exploration and the development of understanding of fractions through the use of manipulatives and models. Students in this group will also be afforded extra time on SuccessMaker and FCAT Exlporer.

Action Step 1

Provide opportunities for students to identify a fraction from a area or set model; compare and order fractions with like denominators using a model; identify an equivalent fraction for one-half and one-fourth using a model. Students will receive extra time before and/or after school to practice with fractions and fraction equivalence experience on SuccessMaker and FCAT Explorer.

Resource Type

Personnel

Resource

SuccessMaker / FCAT Explorer supervised by hourly personnel.

Funding Source

School Based Budget

Amount Needed

$3,000

G3.B3 The area of deficiency for ELL students as noted on the 2013 administration of the FCAT 2.0 Math Test was Operations. Students in this subgroup face difficulty in understanding the vocabulary associated with math operations and therefore struggle with conceptual understanding. Data indicates that students achieved 41% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 46%.

G3.B3.S1 Explicit and differentiated instruction will provide opportunities for students to identify fact families that demonstrate the inverse relationship between multiplication and division; identify the correct bar graph, pictograph or frequency table of a given set of data and interpret data on a bar graph or pictograph to solve problems. Support will be provided to promote mathematical fluency and problem solving skills in the areas of multiplication, patterns and graphs by providing extra time to practice and apply learned concepts in real-life situations and also through SuccessMaker and FCAT Explorer which will be supported during the day as well as before and after school. Special attention will be paid to math vocabulary building through the use of interactive journals.

Action Step 1

Students will be provided small group instruction, additional time on CAI through SuccessMaker and FCAT Explorer both during the instructional day as well as through before and/or after school programs.. Students will develop their own interactive journals in which they will build upon their math vocabulary. Extra practice with number lines and bar graphs will allow students more time with numerical concepts which will then be applied to practical application.

Resource Type

Personnel

Resource

SuccessMaker / FCAT Explorer supervised by hourly personnel.

Funding Source

School Based Budget

Amount Needed

$3,000

G3.B4 The area of deficiency for SWD students as noted on the 2013 administration of the FCAT 2.0 Math Test was fractions. Students in this subgroup lack the experience which allow them to understand fractions, fraction equivalence and comparison. Data indicates that students achieved 50% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 55%.

G3.B4.S1 Deliver explicit, differentiated instruction to allow students more exposure to mathematical exploration and the development of understanding of fractions through the use of manipulatives and models. Students in this group will also be afforded extra time on SuccessMaker and FCAT Exlporer.

Action Step 1

Provide opportunities for students to identify a fraction from a area or set model; compare and order fractions with like denominators using a model; identify an equivalent fraction for one-half and one-fourth using a model. Students will receive extra time before and/or after school to practice with fractions and fraction equivalence experience on SuccessMaker and FCAT Explorer.

Resource Type

Personnel

Resource

SuccessMaker / FCAT Explorer supervised by hourly personnel.

Funding Source

School Based Budget

Amount Needed

$3,000

G3.B9 According to the results of the 2013 FCAT 2.0 Mathematics assessment, students scoring in the Lowest 25% experienced difficulty in Geometry and Measurement. Students require more exposure to problem solving proficiency in the areas of properties of two-dimensional shapes, perimeter and measurement. Data indicates that students achieved 36% proficiency in this area. Our goal is to increase proficiency by 5 percentage points to 41%.

G3.B9.S1 Provide the instructional support needed for students to develop math vocabulary and the appropriate application to both word problems as well as fractions and fraction equivalence through project based learning involving experiences with pie graphs and number lines. Provide visual representation activities which will engage student's prior knowledge as it relates to fractions and fraction equivalence.

Action Step 1

Using Mathematical practices of the Common Core State Standards, students will be supported in mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes and identifying angles and transformations. They will be able to identify or describe a situation that requires the use of the area formula in a real-world context through small group instruction and differentiated instruction. Observations and outcomes will be documented in student interactive journals. Students in this category will receive more practice with these skills through before/after school tutorial programs

Resource Type

Personnel

Resource

Hourly Teacher

Funding Source

School Based Budget

Amount Needed

$3,000

G6. The results of the 2012 FCAT 2.0 Grade 5 Science Test indicate that 32% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 37%.

G6.B1 The area of deficiency for students scoring at Level 3 as noted on the 2013 administration of the FCAT2.0 Science Test was Physical Science. Students require more exposure to be able to identify basic forms or energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion. Data indicates that students achieving at or above level 3 proficiency in this area is at 50%. Our goal for the 2014 administration of the FCAT 2.0 Science Test is to increase proficiency by 5 percentage points to 55%.

G6.B1.S1 Students will participate in a variety of hands-on, inquiry-based learning opportunities in which they will analyze, draw appropriate conclusions, and apply key instructional concepts. Through weekly experiences in the school science lab, students will participate in scientific projects which will familiarize them with the concepts of forms of energy and discover relationships among mass, force and motion. Students will be provided before school computer time to increase their knowledge of physical science through the GIZMOS program.

Action Step 1

Through small group and differentiated instruction students will be provided with a variety of hands-on, inquiry-based learning opportunities in which they will analyze, draw appropriate conclusions, and apply key instructional concepts. Through weekly experiences in the school science lab, students will participate in scientific projects which will familiarize them with the concepts of forms of energy and discover relationships among mass, force and motion. Students will be provided before school computer time to increase their knowledge of physical science through the GIZMOS program. Interactive journals will be used with all students to log observations, dictate key vocabulary and formulate hypotheses.

Resource Type

Personnel

Resource

GIZMO supervised by hourly personnel.

Funding Source

School Based Budget

Amount Needed

$3,000

G7. The results of the 2012 FCAT 2.0 Grade 8 Science Test indicate that 44% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points to 49%.

G7.B1 The area of deficiency for students scoring at Level 3 as noted on the 2013 administration of the FCAT2.0 Science Test was Nature of Science. Students lack exposure to variables and differentiated experiments; they require more practice in analyzing information to make inferences or predictions, differentiate replication and repetition and distinguish between theories and laws.

G7.B1.S1 Students will participate in a variety of hands-on, inquiry-based learning opportunities in which they will analyze, draw appropriate conclusions, and apply key instructional concepts. Through weekly experiences in the school science lab, students will participate in scientific projects which will familiarize them with the concepts of outcome variables, experiments and investigations, analysis of information to make inferences or predictions. Students will be provided before school computer time to increase their knowledge of physical science through the GIZMOS program.

Action Step 1

Through small group and differentiated instruction students will be provided with a variety of hands-on, inquiry-based learning opportunities in which they will analyze, draw appropriate conclusions, and apply key instructional concepts. Through weekly experiences in the school science lab, students will participate in scientific projects which will familiarize them with the concepts of replication and repetition as well as testing outcomes and variables. Students will be provided before school computer time to increase their knowledge of physical science through the GIZMOS program. Interactive journals will be used with all students to log observations, dictate key vocabulary and formulate hypotheses.

Resource Type

Personnel

Resource

GIZMOS supervised by hourly personnel.

Funding Source

School Based Budget

Amount Needed

$2,000

G11. Data indicates that 45% of students fall into one or more of the Early Warning System categories. Our goal for the 2013-2014 school year is to reduce the percentage of students in the Early Warning System by 10 percentage points to 35%.

G11.B5 Data indicates that 15% of students have failed a math course in the grade range of 6 through 8. Our goal for the 2013-2014 school year is to reduce the number of students failing a math course by 1 percentage point to 14%.

G11.B5.S1 Students who are struggling with math will be provided explicit, differentiated instruction as well as structured intervention. This includes the remedial portions of SuccessMaker and before and after school tutorial sessions. Progress points will be identified and communicated to the RtI team for their input and involvement.

Action Step 1

Using Mathematical practices of the Common Core State Standards, students will be supported in mathematical fluency and problem solving proficiency in the areas in which they are having difficulty. They will be able to identify or describe a situation that requires the use of the area formula in a real-world context through small group instruction and differentiated instruction. Observations and outcomes will be documented in student interactive journals. Students in this category will receive more practice with these skills through before/after school tutorial programs

Resource Type

Other

Resource

Supplemental Intervention Materials

Funding Source

EESAC Budget

Amount Needed

$2,179

G11.B6 Data indicates that 1% of students have failed an English Language Arts course in the grade range of 6 through 8. Our goal for the 2013-2014 school year is to reduce the number of students failing an English Language Arts course by 1 percentage point to 0.

G11.B6.S1 Students who are struggling with English Language Arts will be provided explicit, differentiated instruction as well as structured intervention. This includes the remedial portions of the FAIR diagnostic assessment, Language! Intensive Reading series, Voyager and SuccessMaker. Progress points will be identified and communicated to the RtI team for their input and involvement.

Action Step 1

As students enter middle school grades they are screened for their reading proficiency. Students then are placed in Intensive Reading classes during which time they are able to work in small groups with their teacher to begin bringing up their skills. The Language! Intervention Program is also used with these students. If sufficient progress is not being made, students will receive extra time on SuccessMaker and before or after school tutorial programs.

Resource Type

Other

Resource

Supplemental Intervention Materials

Funding Source

EESAC Budget

Amount Needed

$2,179