



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Everglades Preparatory Academy

2251 MOWRY DR

Homestead, FL 33033

786-601-1969

<http://www.evergladesacademy.com/>

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
75%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
93%

School Grades History

2013-14
C

2012-13
C

2011-12

2010-11

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	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	21
Goals Summary	26
Goals Detail	27
Action Plan for Improvement	37
Part III: Coordination and Integration	92
Appendix 1: Professional Development Plan to Support Goals	93
Appendix 2: Budget to Support Goals	98

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

Everglades Preparatory Academy

Principal

Margaret Fahringer/Nathaniel Grasch

School Advisory Council chair

Melissa Aguilar

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

Name	Title
Margaret Fahringer	Principal
Aimee Leyva	Assist. Principal
Chenistique Goizueta	Dean
Cristina Socas	ESE/ESOL Coordinator

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal-1, Assistant Principal-1, Teachers-6, Ed. Support-1, Alt. Ed. Support-1, Parents-5 Alt. Parents-2, Students-1 Alt. Student-1, Bus. Comm.Rep.-2

Involvement of the SAC in the development of the SIP

Based on last year's meetings which were held monthly, SAC members made recommendations to the school administration for implementation of this year's S.I.P.

Activities of the SAC for the upcoming school year

SAC committee members will meet on a quarterly basis or as needed, to ensure that school improvement functions are addressed, implemented, and revised as needed.

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

School improvement funds will be used to fund teacher projects in reading, math, science and Civics. Teachers will request funds and EESAC will approve them quarterly.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Margaret Fahringer/Nathaniel Grasch

Principal

Years as Administrator: 12

Years at Current School: 2

Credentials

Doctor of Education in
 Exceptional Student
 Education; Master of
 Science in Diagnostic
 Teaching; Bachelor of
 Science in Mentally
 Handicapped
 Certification:
 Mentally Handicapped,
 Emotionally Handicapped,
 Specific Learning
 Disabilities,
 Educational
 Leadership K-12,
 META endorsed

Performance Record

2012-2013
 School Grade D
 High Standards Reading 49%
 High Standards Math 49%
 Learning Gains Reading 57%
 Learning Gains Math 52%
 Learning Gains Lowest 25% Reading 57%
 Learning GainsLowest 25% Math 50%

2011-2012
 School Grade A
 High Standards Reading 79%
 High Standards Math 77%
 Learning Gains Reading 68%
 Learning Gains Math 71%
 Learning Gains Lowest 25% Reading 68%
 Learning GainsLowest 25% Math 64%

2010-2011
 School Grade A
 High Standards Reading 76%
 High Standards Math 78%
 Learning Gains Reading 74%
 Learning Gains Math 66%
 Learning Gains Lowest 25% Reading 66%
 Learning GainsLowest 25% Math 70%

2009-2010
 School Grade A
 High Standards Reading 72%
 High Standards Math 73%
 Learning Gains Reading 68%
 Learning Gains Math 71
 Learning Gains Lowest 25% Reading 55%
 Learning GainsLowest 25% Math 70%

2008-2009

School Grade A

High Standards Reading 75%

High Standards Math 66%

Learning Gains Reading 71%

Learning Gains Math 58%

Learning Gains Lowest 25% Reading 55%

Learning Gains Lowest 25% Math 70%

Aimee Leyva

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Master of Science in Educational Leadership; Bachelor of Science in Elementary Education; META endorsed

Performance Record

2012-2013
 School Grade D
 High Standards Reading 49%
 High Standards Math 49%
 Learning Gains Reading 57%
 Learning Gains Math 52%
 Learning Gains Lowest 25% Reading 57%
 Learning Gains Lowest 25% Math 50%

2011-2012
 School Grade A
 High Standards Reading 56%
 High Standards Math 70%
 Learning Gains Reading 77%
 Learning Gains Math 70%
 Learning Gains Lowest 25% Reading 84%
 Learning Gains Lowest 25% Math 79%

2010-2011
 School Grade A
 High Standards Reading 76%
 High Standards Math 78%
 Learning Gains Reading 74%
 Learning Gains Math 66
 Learning Gains Lowest 25% Reading 66%
 Learning Gains Lowest 25% Math 70%

2009-2010
 School Grade A
 High Standards Reading 72%
 High Standards Math 73%
 Learning Gains Reading 68%
 Learning Gains Math 71%
 Learning Gains Lowest 25% Reading 55%
 Learning Gains Lowest 25% Math 70%

2008-2009
 School Grade A
 High Standards Reading 75%
 High Standards Math 66%
 Learning Gains Reading 71%
 Learning Gains Math 58%
 Learning Gains Lowest 25% Reading 55%
 Learning Gains Lowest 25% Math 70%

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Teresita Nieves		
Part-time / School-based	Years as Coach: 7	Years at Current School: 2
Areas	Mathematics	
Credentials	Bachelor of Music Performance Masters in Science in Curriculum and Instruction in Mathematics Education Certification: Middle School Mathematics (5-9)	
Performance Record	2012-2013 School Grade D High Standards Reading 49% High Standards Math 49% Learning Gains Reading 57% Learning Gains Math 52% Learning Gains Lowest 25% Reading 57% Learning Gains Lowest 25% Math 50% 2011-2012 School Grade A High Standards Reading 79% High Standards Math 77% Learning Gains Reading 68% Learning Gains Math 71% Learning Gains Lowest 25% Reading 68% Learning Gains Lowest 25% Math 64% 2010-2011 School Grade A High Standards Reading 79% High Standards Math 77% Learning Gains Reading 68% Learning Gains Math 71% Learning Gains Lowest 25% Reading 68% Learning Gains Lowest 25% Math 64% 2009-2010 School Grade A High Standards Reading 76% High Standards Math 72% Learning Gains Reading 73% Learning Gains Math 66% Learning Gains Lowest 25% Reading 67% Learning Gains Lowest 25% Math 63% 2008-2009 School Grade A High Standards Reading 70% High Standards Math 66% Learning Gains Reading 68% Learning Gains Math 69% Learning Gains Lowest 25% Reading 71% Learning Gains Lowest 25% Math 73%	

Zeneida Tercero

Part-time / School-based Years as Coach: 1 Years at Current School: 1

Areas Reading/Literacy

Credentials Bachelor's in English, Master's in Reading, Specialist in Educational Leadership, ESOL Certified, Reading K-12 Certified, English 6-12 Certified, K-6 Elementary Certified

Performance Record

2012-2013
 School Grade A
 High Standards Reading 64%
 High Standards Math 61%
 Learning Gains Reading 65%
 Learning Gains Math 55%
 Learning Gains Lowest 25% Reading 63%
 Learning Gains Lowest 25% Math 46%

2011-2012
 School Grade A
 High Standards Reading 79%
 High Standards Math 77%
 Learning Gains Reading 68%
 Learning Gains Math 71%
 Learning Gains Lowest 25% Reading 68%
 Learning Gains Lowest 25% Math 64%

2010-2011
 School Grade A
 High Standards Reading 79%
 High Standards Math 77%
 Learning Gains Reading 68%
 Learning Gains Math 71%
 Learning Gains Lowest 25% Reading 68%
 Learning Gains Lowest 25% Math 64%

2009-2010
 School Grade A
 High Standards Reading 76%
 High Standards Math 72%
 Learning Gains Reading 73%
 Learning Gains Math 66%
 Learning Gains Lowest 25% Reading 67%
 Learning Gains Lowest 25% Math 63%

2008-2009
 School Grade A
 High Standards Reading 70%
 High Standards Math 66%
 Learning Gains Reading 68%
 Learning Gains Math 69%
 Learning Gains Lowest 25% Reading 71%
 Learning Gains Lowest 25% Math 73%

Classroom Teachers

of classroom teachers

35

receiving effective rating or higher

0%

Highly Qualified Teachers

71%

certified in-field

22, 63%

ESOL endorsed

11, 31%

reading endorsed

4, 11%

with advanced degrees

10, 29%

National Board Certified

0, 0%

first-year teachers

7, 20%

with 1-5 years of experience

15, 43%

with 6-14 years of experience

13, 37%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

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

- 1.Regular meetings with new teachers, designated Assistant Principal, Department Chairperson, and Lead Responsible: Academy Teachers, Principal, Assistant Principal, Department Chair
- 2.Partnering new teachers with veteran teachers. Responsible: Principal
- 3.Soliciting referrals from current employees Responsible: Assistant Principal
- 4.Offer teachers leadership opportunities Responsible:Principal
5. Recruit- Job Fairs and Online
6. To retain - annual raises, benefit plan,competitive salaries, professional development opportunities, next to lead program(program for professionals to expand leadership skills).

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

Regular meetings with new teachers.

Mentor teachers must hold a valid professional teaching certificate;

Minimum of three years of successful teaching experience; and

Certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher.

Mentor teachers will be matched to beginning teachers who are new to the school or grade level.

Mentor teacher and beginning teachers will be matched according to like discipline and /or grade level. Mentoring

teams will meet biweekly to observe each other's techniques, modeling best practices, and discussing improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful.

New teacher orientation.

Beginning of the year professional development to explain the handbook, policy and procedures, ethics, classroom management, ESOL and SPED students in the classroom.

We have the new education support system (NESS).

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

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

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

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

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

the Tier 2 problem solving process after each OPM.

8. Implement the Florida Continuous Improvement Plan - FCIM.

Tier 2

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

Tier 1(Leadership Team)

- Margaret Fahringer (Principal), Aimee Leyva (Assistant Principal), Zenaida Tercero (Reading Coach), Teresita Nieves (Math Coach), Cristina Socas (ESE/ESOL Coordinator), Vania Gerardo (guidance counselor) who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- Margaret Fahringer (Principal)
- Aimee Leyva (Assistant Principal)
- Zenaida Tercero (Reading Coach)
- Teresita Nieves (Math Coach)
- Cristina Socas (ESE/ESOL Coordinator)
- Vania Gerardo (Guidance Counselor)
- Margarita Curiel (Language Arts Lead Teacher)
- Ibis Paneca (Math Lead Teacher)

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

Tier 2

- Cristina Socas (ESE/ESOL Coordinator)
- Vania Gerardo (Guidance Counselor)
- Margarita Curiel (Language Arts Lead Teacher)
- Ibis Paneca (Math Lead Teacher)

Members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

- Margaret Fahringer (Principal)
- Aimee Leyva (Assistant Principal)
- Cristina Socas (ESE/ESOL Coordinator)
- Margarita Curiel (Language Arts Lead Teacher)
- Ibis Paneca (Math Lead Teacher)

Members of the Leadership Team, Tier 2 Team, and parent/guardian make up 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 Tier 1 and Tier 2 worksheets document timelines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- District and State Math and Science Assessments
- FCAT 2.0 Data
- Common Core Modeled Assessments
- Interim Assessments and Baseline
- EDUSOFT Managed data
- CELLA assessments
- In-house Reading, Writing, Math and Science assessments

-Teacher Made Assessments

-Mathletics

-Edmentum

-Parent and Teachers Survey

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals to special education programs
- Team climate surveys

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

1. The administrative team will communicate goals to parents through SAC meetings and ongoing parent involvement events.
2. The MTSS/RtI team will insure alignment of school, district and state policies and procedures.
3. There will be ongoing efficient facilitation and accurate use of an established problem-solving process (FCIM) to support planning, implementing, and evaluating effectiveness of services.
4. The MTSS/RtI team will build strong, positive, and ongoing collaborative partnerships with all stakeholders.
5. The school will utilize comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate school level.
6. There will be sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Department chairs will spearhead ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently through community partnerships

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 2,160

Extended Learning Program Instruction in core academic subjects and supplemental as well. Enrichment activities that contribute to a well-rounded education, monthly designated times for teacher collaboration, planning and professional development. Students will be engaged in after school FCAT & SAT programs to instruct student in Reading and Mathematic strategies aligned with common core standards and FCAT benchmarks. Other strategies include, cooperative learning, planning, delivery, giving feedback, using varied teaching strategies, and portfolio development.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student data is collected monthly and analyzed to determine effectiveness . Students and teachers will set monthly goals in each subject area.

Who is responsible for monitoring implementation of this strategy?

Leadership team will meet monthly with teachers to dissect student data and determine areas of need and provide instruction for remediation.

Literacy Leadership Team (LLT)

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

Name	Title
Margaret Fahringer	Principal
Aimee Leyva	Assist. Principal
Zeneida Tercero	Reading Coach
Cristina Socas	ESE/ESOL Coordinator
Vania Gerardo	Guidance Counselor
Margarita Curiel	Language Arts Lead Teacher

How the school-based LLT functions

Our LLT meets during the summer to develop the reading pacing guide, thematic calendar and novels read per grade level. Throughout the year, our LLT meets to discuss student progress as evident by weekly school-wide assessments. The LLT analyzes the data, assists in adjusting curriculum to meet the needs of the students, and identifies students for remediation. Intervention is provided to students whose scores indicate a need for remediation. Students who are in the bottom 25%, have significantly low FAIR scores, have been retained and/or demonstrate weakness in mastering grade level material are provided with intensive remediation and monitored on a monthly basis through assessments and progress monitoring.

Major initiatives of the LLT

The major initiatives will be to maintain FCAT levels between 3 to 5 and increase the scores for the students that have previously scored Levels 1's and/or 2's and data chats. The Literacy Leadership Team will help implement the Word of the Day practice and common core curriculum across content areas. Every teacher will incorporate reading across the curriculum.

Every Teacher Contributes to Reading Instruction

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

Every teacher contributes to each student's improvement by analyzing the data and targeting deficiencies. Using instructional approaches that will meet individual learning needs such as small groups, peer teaching, differentiated instruction, using visuals and real world applications. All teachers will implement FCAT and CRISS reading strategies as well as follow the Integrated Thematic Unit Calendar, writing will be implemented in the content areas. The implementation of CRISS Strategies will be monitored through student work and evaluation of lessons by the leadership team. This calendar is cross-curricular and all teachers are expected to follow it regardless of subject area taught.

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

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

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

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		63%		
American Indian				
Asian				
Black/African American		53%		
Hispanic		65%		
White		61%		
English language learners		29%		
Students with disabilities		22%		
Economically disadvantaged		62%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	180	30%	33%
Students scoring at or above Achievement Level 4	187	31%	32%

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)		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)		56%	60%

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)	19	50%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		23%

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	116	57%	61%
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		55%		
American Indian				
Asian				
Black/African American		40%		
Hispanic		56%		
White		64%		
English language learners		38%		
Students with disabilities		27%		
Economically disadvantaged		55%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	143	28%	32%
Students scoring at or above Achievement Level 4	513	19%	21%

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		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		58%	62%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		62%	66%
Middle school performance on high school EOC and industry certifications		92%	93%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	50%	51%
Students scoring at or above Achievement Level 4	31	41%	41%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		38%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		50%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	23%	27%
Students scoring at or above Achievement Level 4	41	20%	22%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		10
Participation in STEM-related experiences provided for students	67	24%	28%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	15%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	15%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	15%
Students taking CTE industry certification exams	0	0%	15%
Passing rate (%) for students who take CTE industry certification exams		0%	70%
CTE program concentrators	0	0%	4%
CTE teachers holding appropriate industry certifications	1	1%	2%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	45	7%	6%
Students who fail a mathematics course	22	4%	3%
Students who fail an English Language Arts course	2	0%	0%
Students who fail two or more courses in any subject	16	3%	2%
Students who receive two or more behavior referrals	52	9%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	52	8%	7%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
As a new school we would like to establish a baseline of 70%.			

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** On the 2013 Reading FCAT 2.0, student proficiency level was at 63%. Our goal is to increase student proficiency level to 67% on the 2014 Reading FCAT indicating an increase of 4 percentage points.
- G2.** On the 2013 Writing FCAT 2.0, student proficiency level was at 57%. Our goal is to increase student proficiency level to 61% on the 2014 Writing FCAT indicating an increase of 4 percentage points.
- G3.** On the 2013 Mathematics FCAT 2.0, student proficiency level was at 55%. Our goal is to increase student proficiency level to 60% on the 2014 Mathematics FCAT indicating an increase of 5 percentage points.
- G4.** On the 2013 school year for Middle School Acceleration, participation in mathematics was at 62% and performance was at 92%. Our goal is to increase participation to 66% and performance to 93% on the 2014 mathematics assessment.
- G5.** On the 2013 Algebra 1 EOC Test, student proficiency level was at 91%. Our goal is to increase student proficiency level to 92% on the 2014 Algebra 1 EOC Assessment indicating an increase of one percentage point.
- G6.** On the 2013 Geometry EOC Test, student proficiency level was at 88%. Our goal is to increase student proficiency level to 88% on the 2014 Geometry EOC Assessment indicating an increase of 0 percentage points.
- G7.** On the 2013 Science FCAT 2.0, student proficiency level was at 43%. Our goal is to increase student proficiency level to 49% on the 2014 Science FCAT indicating an increase of 6 percentage points.
- G8.** On the 2013 Biology EOC Baseline Test, the student proficiency level was at 52%. Our goal is to increase the student proficiency level to 56% on the 2014 Biology EOC Test indicating an increase of 4 percentage points.
- G9.** In order to increase the student enrollment in STEM-related courses, we need to increase the number of experiences from 4 to 10 and percent of participation from 24% to 28% in STEM related courses for all students.
- G10.** Our goal is to increase the participation and passing rate of students taking the CTE industry certification exams from 0% to 15%.
- G11.** On the 2013 Civics EOC Test, baseline student proficiency was 35%. Our goal is to increase student proficiency level to 40% on the 2014 Civics EOC Assessment indicating an increase of 5 percentage points .

- G12.** Our goal is to decrease the amount of students missing 10% or more of instructional time and getting one or more referrals from 15% to 14% and students that fail courses from 7% to 5%.

Goals Detail

G1. On the 2013 Reading FCAT 2.0, student proficiency level was at 63%. Our goal is to increase student proficiency level to 67% on the 2014 Reading FCAT indicating an increase of 4 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Instructional pacing guides
- Focus calendar
- Journeys for intensive reading
- Reading plus
- After school tutorials

Targeted Barriers to Achieving the Goal

- 53% of Blacks, 65% of Hispanics, 71% of Whites, and 62% of Economically Disadvantaged are the subgroups not making AMO's. Main area contributing to reading deficiencies was Reporting Category 2-Reading Application.
- 29% of ELL students were proficient in Reading. The specific area of concern was Reporting Category 2- Reading Application.
- 22% of students with disabilities were proficient in Reading . The specific area of concern was Category 2- Reading Application.
- 30% of our students are at FCAT Level 3 in Reading. The specific area of concern was Reporting Category 2-Reading Application.
- 31% of our students are at FCAT levels 4 and above in Reading.The specific area of concern was Reporting Category 2-Reading Application.
- 64% of our students made learning gains in Reading.The specific area of concern was Reporting Category 2- Reading Application.
- 56% of our students in the lowest 25% made learning gains in Reading.The specific area of concern was Reporting Category 2-Reading Application.
- 50% of our students scored proficient on the CELLA listening/speaking.
- 24% of our students scored proficient on the CELLA Reading.
- 14% of our students scored proficient on the CELLA Writing.

Plan to Monitor Progress Toward the Goal

Reading Coach will monitor student data. The Coach will be used to address the needs of the teachers and assist them with planning, instructional delivery, and strategy implementation.

Person or Persons Responsible

LLT, Reading Coach, Administrators, ELL Coordinator, EESAC

Target Dates or Schedule:

On-going

Evidence of Completion:

Interim Assessments, monthly benchmark mini assessments, teacher made and Summative Assessments: 2014 FCAT 2.0 Reading

G2. On the 2013 Writing FCAT 2.0, student proficiency level was at 57%. Our goal is to increase student proficiency level to 61% on the 2014 Writing FCAT indicating an increase of 4 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Graphic Organizers
- Instructional Focus Calendar
- Writing Across the Curriculum

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 Florida Writes Assessments 57% of 8th Graders scored at or above 3.5 level. Students are displaying difficulties with the writing process.

Plan to Monitor Progress Toward the Goal

Student written work will be evaluated using the FCAT writing rubric and assigned a FCAT equivalent score in order to track progress towards writing proficiency.

Person or Persons Responsible

Literacy leadership team, administration

Target Dates or Schedule:

On going

Evidence of Completion:

Student portfolios, Formative Assessments/Writing Prompts, lesson plans

G3. On the 2013 Mathematics FCAT 2.0, student proficiency level was at 55%. Our goal is to increase student proficiency level to 60% on the 2014 Mathematics FCAT indicating an increase of 5 percentage points.

Targets Supported

Resources Available to Support the Goal

- Manipulative materials, Lesson Design Maps, Problem Solving Protocol

Targeted Barriers to Achieving the Goal

- 55% of the students in the subgroups showed proficiency in Mathematics.
- Subgroups not making AMO's such as the Blacks at 40%, Hispanics at 56%, Whites at 64%, and Economically Disadvantaged at 55%.
- 38% of the ELL student demonstrated proficiency In Mathematics. ELL students lack basic skills making it difficult for them to solve higher complexity problems.
- 27% of Students with disabilities demonstrated proficiency in Mathematics. SWD lack the basic skills making it difficult for them to solve higher complexity problems.
- 28% of the students demonstrated proficiency at Level 3. These students have difficulty with multi-step problems.
- 19% of the students demonstrated proficiency at Level 4 or above. Students are used to working procedurally without having to use problem solving strategies.
- 60% of the students made learning gains in Mathematics. Students are struggling to make learning gains because they are missing the connection between having the fluency with basic math skills and applying them to word problems.
- 58% of the students in the lowest 25% made learning gains. These students struggle to make learning gains because they lack basic math fact fluency and vocabulary.

Plan to Monitor Progress Toward the Goal

Every mathematics teacher will track student Baseline, Interim Assessment and EOC data on progress monitoring charts. Teachers will meet with individual students to do data chats and goal setting.

Person or Persons Responsible

Teachers, dept. lead and math coach, administration, EESAC

Target Dates or Schedule:

monthly

Evidence of Completion:

Mini benchmark assessments, Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

G4. On the 2013 school year for Middle School Acceleration, participation in mathematics was at 62% and performance was at 92%. Our goal is to increase participation to 66% and performance to 93% on the 2014 mathematics assessment.

Targets Supported

Resources Available to Support the Goal

- Mathletics, Tutors, Saturday Academy, Drawings, Manipulative materials, information on Industry Certification classes

Targeted Barriers to Achieving the Goal

- 62% of the students participated in content areas having EOC Assessments and in courses offering Industry Certification. Participation is low because they lack conceptual understanding of high level mathematics.
- 92% of students who participated in course requiring EOC Assessment met proficiency levels. Participation in Industry Certification is low they lack knowledge of available courses.

Plan to Monitor Progress Toward the Goal

Every teacher will track student Interim Assessment data on progress monitoring charts Teachers will meet with individual students to do data chats and goal setting.

Person or Persons Responsible

Teachers, Administration, EESAC

Target Dates or Schedule:

Monthly

Evidence of Completion:

Interim Assessment, Formal and Informal Assessments

G5. On the 2013 Algebra 1 EOC Test, student proficiency level was at 91%. Our goal is to increase student proficiency level to 92% on the 2014 Algebra 1 EOC Assessment indicating an increase of one percentage point.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Mathletics, Drawings, Manipulatives, Cooperative Learning, Saturday Academy

Targeted Barriers to Achieving the Goal

- 50% of the students demonstrated proficiency at Level 3. Students lacked understanding in solving problems using polynomials.
- 41% of the students demonstrated proficiency at Level 4 and above. Students lacked understanding in solving problems using polynomials.

Plan to Monitor Progress Toward the Goal

Every teacher will track student Baseline, Interim Assessment and EOC data on progress monitoring charts Teachers will meet with individual students to do data chats and goal setting.

Person or Persons Responsible

Teachers, dept. chair, Math coach and administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Baseline, Interim Assessments and EOC practice test

G6. On the 2013 Geometry EOC Test, student proficiency level was at 88%. Our goal is to increase student proficiency level to 88% on the 2014 Geometry EOC Assessment indicating an increase of 0 percentage points.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Math coach

Targeted Barriers to Achieving the Goal

- 38% of the students scored at Level 3 for the Geometry EOC. Students are taught two-dimensional geometry abstractly and have difficulties
- 50% of the students scored at Level 4 or above for the Geometry EOC. Students are taught two-dimensional geometry abstractly. Teachers require coaching model.

Plan to Monitor Progress Toward the Goal

Teaching of three dimensional geometry.

Person or Persons Responsible

Teachers, math coach, dept. chair

Target Dates or Schedule:

Monthly

Evidence of Completion:

Every teacher will track student Baseline, Interim Assessment and EOC data on progress monitoring charts Teachers will meet with individual students to do data chats and goal setting.

G7. On the 2013 Science FCAT 2.0, student proficiency level was at 43%. Our goal is to increase student proficiency level to 49% on the 2014 Science FCAT indicating an increase of 6 percentage points.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Scholastic
- Brain Pop
- Gizmos
- PBS Learning Media

Targeted Barriers to Achieving the Goal

- 23% of the students demonstrated proficiency at level 3. As noted on the 2013 FCAT 2.0, the lowest categories were Earth, Space, Physical Science, and Life Science.
- 20% of the students demonstrated proficiency at level 4 and above. As noted on the 2013 FCAT 2.0, the lowest categories were Earth, Space, Physical Science, and Life Science.

Plan to Monitor Progress Toward the Goal

• The Science Department head along with the science teachers, will utilize bi-weekly benchmark data to drive instruction, and differentiated instruction strategies will be implemented to address students' needs. Data will also be utilized to participate in data chats with students (i.e. at grade level, intervention and enrichment groups.). Selected lab reports will be reviewed for effective implementation of the strategy.

Person or Persons Responsible

Teachers, Science Dept. Head

Target Dates or Schedule:

Monthly

Evidence of Completion:

FCAT 2.0, Formal and Informal Assessments

G8. On the 2013 Biology EOC Baseline Test, the student proficiency level was at 52%. Our goal is to increase the student proficiency level to 56% on the 2014 Biology EOC Test indicating an increase of 4 percentage points.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Lab Activities
- STEM
- SECME
- Writing Process
- Common Core

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Biology EOC baseline, level 3 students have difficulties in the Molecular and Cellular Biology reporting category.
- According to the results of the 2013 Biology EOC baseline, level 4 and above students have difficulties in the Molecular and Cellular Biology reporting category.

Plan to Monitor Progress Toward the Goal

Review data and track student progress towards mastering benchmarks to evaluate progress towards meeting our Biology EOC goal.

Person or Persons Responsible

The Science Department Head, Biology teachers and administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data from bi-weekly biology assessments will be reviewed in order to monitor the progress of the strategy implemented, and to guide instruction.

G9. In order to increase the student enrollment in STEM-related courses, we need to increase the number of experiences from 4 to 10 and percent of participation from 24% to 28% in STEM related courses for all students.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- academy classes, Reading and Math Coach, Technology, STEM activities

Targeted Barriers to Achieving the Goal

- During the first year, the school experienced limited evidence of experiences in STEM related courses.
- During the first year, the school experienced limited evidence of participation in STEM related courses.

Plan to Monitor Progress Toward the Goal

•Administrators will monitor over Science, Mathematics, Career Technology Education, Advanced Academics, Curriculum Coaches and STEM teachers for effective implementation of these courses.

Person or Persons Responsible

teachers, dept. chairs, administration

Target Dates or Schedule:

monthly

Evidence of Completion:

lesson plans, timeline, formal and informal assessments, STEM activities, interim assessments

G10. Our goal is to increase the participation and passing rate of students taking the CTE industry certification exams from 0% to 15%.

Targets Supported

- CTE

Resources Available to Support the Goal

- Technology
- Industry certification courses

Targeted Barriers to Achieving the Goal

- Not all teachers have computers in their classroom and school testing calendar may conflict with the usage of the computer labs for practicing and taking industry certification tests.
- We have less than 10 students enrolling in CTE courses, or in accelerated courses. Therefore they are not taking CTE exams, we do not have program concentrators and only one teacher holding an industry certification.

Plan to Monitor Progress Toward the Goal

Increase participation and passing rate of CTE certifications.

Person or Persons Responsible

CTE teachers and Dept. chair

Target Dates or Schedule:

Monthly

Evidence of Completion:

Informal and formal assessments and certifications exams

G11. On the 2013 Civics EOC Test, baseline student proficiency was 35%. Our goal is to increase student proficiency level to 40% on the 2014 Civics EOC Assessment indicating an increase of 5 percentage points

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- Lesson Plans, Writing, Graphic Organizers, Reading and Writing Strategies, Group Work, Peer Teaching, Data Analysis

Targeted Barriers to Achieving the Goal

- Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.

Plan to Monitor Progress Toward the Goal

Students will produce project-based activities and participate in peer reviews using class-developed rubrics to transfer writing and language arts skills into this content area.

Person or Persons Responsible

Science teachers, Dept lead, administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

- Formative assessments will include school generated and Interim Assessments. Summative assessment will be the 2014 Civics EOC

G12. Our goal is to decrease the amount of students missing 10% or more of instructional time and getting one or more referrals from 15% to 14% and students that fail courses from 7% to 5%.

Targets Supported

- EWS - Middle School

Resources Available to Support the Goal

- Parent Workshops, Guidance Counselor, Connect Ed, Attendance Rosters, Grades

Targeted Barriers to Achieving the Goal

- Parental lack of awareness about attendance affecting student academic achievement for those that miss 10% or more.
- Students failing courses.
- Students with one or more behavior referrals.

Plan to Monitor Progress Toward the Goal

Track attendance and students in danger of failing courses, have behavior or attendance issues.

Person or Persons Responsible

Teachers, Leadership team, guidance Counselor

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative, Summative, Interims, teacher made Assessments, Attendance Bulletins, and Grades

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 Reading FCAT 2.0, student proficiency level was at 63%. Our goal is to increase student proficiency level to 67% on the 2014 Reading FCAT indicating an increase of 4 percentage points.

G1.B1 53% of Blacks, 65% of Hispanics, 71% of Whites, and 62% of Economically Disadvantaged are the subgroups not making AMO's. Main area contributing to reading deficiencies was Reporting Category 2-Reading Application.

G1.B1.S1 Provide students with opportunities to use text marking strategies (i.e., marginal notes, and selective highlighting) to determine causal relationships.

Action Step 1

Teachers will have students practice reducing textual information to key points so that comparisons can be made across texts; students will also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Following instructional focus calendars, students will be assessed through monthly benchmark assessments. Additionally, students will be assessed through interim and teacher made assessments.

Evidence of Completion

Student Work, Portfolios

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

Reading coach will monitor student progress and teacher fidelity of the implemented strategies through bi-weekly data debriefing sessions with their respective grade levels. Instructional adjustments will be made based on individual students, class and grade level data.

Person or Persons Responsible

Reading coach, Administration

Target Dates or Schedule

Monthly meetings, weekly planning, department and grade level leads will serve as facilitators as teachers discuss best practices related to the instructional strategy.

Evidence of Completion

Monthly assessment data reports will be reviewed during meetings and instruction will be modified as needed. Meeting focus and teacher participation will be monitored via agendas and attendance rosters. Formative and Summative assessments, teacher made and interim assessments, FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B1.S1

Reading coach will monitor student data. The coach will be used to assist them with planning, instructional delivery, and strategy implementation.

Person or Persons Responsible

Reading Coach, Administration, EESAC

Target Dates or Schedule

Monitoring will occur after each mini benchmark assessment and interim assessment. Additionally, biweekly department or grade level meetings will take place to monitor strategy implementation.

Evidence of Completion

Monthly assessment data reports will be reviewed during data chat meetings and instruction will be modified as needed. Formative, Summative, teacher made, interim and benchmark assessments, FCAT 2.0 Reading

G1.B2 29% of ELL students were proficient in Reading. The specific area of concern was Reporting Category 2- Reading Application.

G1.B2.S1 Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Action Step 1

Teachers will ingrain the practice of justifying answers by going back to the text for support. Teachers will help students use graphic organizers to see patterns and summarize the main points.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Following instructional focus calendars, students will be assessed monthly through benchmark and teacher made assessments.

Evidence of Completion

student portfolios, lesson plans

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

ELL Coordinator will monitor student progress and teacher fidelity of implemented strategies through on-going data debriefing sessions with ELL teachers. Instructional adjustments will be made based on individual students, class and grade level data results.

Person or Persons Responsible

ELL Coordinator, Administration

Target Dates or Schedule

On-going

Evidence of Completion

ESOL instructional strategies listed on the lesson plans, data protocols

Plan to Monitor Effectiveness of G1.B2.S1

ELL Coordinator will monitor student progress and teacher fidelity of implemented strategies through biweekly data debriefing sessions with teachers. Instructional adjustments will be made based on individual student, class and grade level data results.

Person or Persons Responsible

ELL Coordinator, Administration, EESAC

Target Dates or Schedule

On-going

Evidence of Completion

formative assessments, min benchmark assessments, interim assessments, teacher made test
Summative results of the FCAT 2.0 Reading

G1.B3 22% of students with disabilities were proficient in Reading . The specific area of concern was Category 2- Reading Application.

G1.B3.S1 Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Action Step 1

Teachers will ingrain the practice of justifying answers by going back to the text for support. Teachers will have students use graphic organizers to see patterns and summarize the main points.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson plans, Teacher Made Assessments, student work

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

Reading Coach will monitor student progress and teacher fidelity of implemented strategies through monthly data debriefing sessions with language/reading strategies. Instructional adjustments will be made based on individual student, class and grade level data results.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans, Teacher Made Assessments, data protocols

Plan to Monitor Effectiveness of G1.B3.S1

Reading Coach and administration will monitor effectiveness of implemented strategies through analyzing data from benchmark assessments. Instructional adjustments will be made based on individual student, class and grade level data results.

Person or Persons Responsible

Reading Coach, Administration, EESAC

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark Assessments, Data Chat Forms

G1.B4 30% of our students are at FCAT Level 3 in Reading. The specific area of concern was Reporting Category 2-Reading Application.

G1.B4.S1 Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

Action Step 1

Teachers will ingrain the practice of justifying answers by going back to the text for support. Teachers will have students use graphic organizers to see patterns and summarize the main points.

Person or Persons Responsible

Reading/Language Arts teachers/Coaches will model delivery.

Target Dates or Schedule

Students will be assessed through monthly benchmark assessments as well as three times a year through district interim assessments.

Evidence of Completion

Student work, vocabulary quizzes and tests. Journals, data chats and charts

Facilitator:

Melissa Prado Aguilar

Participants:

Reading/Language Arts Teachers

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

Instructional leads will monitor teacher fidelity of the implemented strategies through review of lesson plans focusing on vocabulary instruction.

Person or Persons Responsible

Department leads, LLT, Coaches, Administrators

Target Dates or Schedule

Weekly review of lesson plans and monthly department meeting will take place to monitor implementation.

Evidence of Completion

Student work, formative assessments, teacher-made assessments, monthly benchmark mini assessments and the summative FCAT Reading Test 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Student assessment data, lesson plans, classroom walk-throughs focusing on effective vocabulary instruction.

Person or Persons Responsible

LLT, Coaches, Administrators, EESAC

Target Dates or Schedule

Monthly

Evidence of Completion

Analysis of student data, data charts, interim assessments, teacher-made tests, and FCAT 2.0 Reading Test

G1.B5 31% of our students are at FCAT levels 4 and above in Reading. The specific area of concern was Reporting Category 2-Reading Application.

G1.B5.S1 Analyze a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists) and text features (main headings with subheadings) and explain their impact meaning in text.

Action Step 1

Teachers will provide enrichment strategies using concept maps to analyze an author's use of text structure with a specific focus on parallel plots, pacing and flashbacks, to determine how these elements evoke a specific mood. Expose students to a variety of texts to enhance the understanding of universal themes. Increase the use of Advanced Placement(AP) strategies (i.e., TP-CASTT, SIFT, and Close Reading) to improve student understanding of stylistic elements such as figurative and descriptive language, tone and theme.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly/on-going

Evidence of Completion

student work, lesson plans, student posted work, Administration will conduct walk-throughs.

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

Grade level leads and reading coach will monitor student progress and teacher fidelity of the implemented strategies through monthly data debriefing sessions with their respective grade levels. Instructional adjustments will be made based on individual students, class and grade level data.

Person or Persons Responsible

Grade Level Leads, Reading Coach, Administration

Target Dates or Schedule

Monthly grade level meetings. Weekly planning.

Evidence of Completion

Monthly assessment data reports will be reviewed during department meetings and instruction will be modified as needed. Meeting focus and teacher preparation will be monitored via agendas, lesson plans and attendance rosters. Formative and Summative assessments, teacher made, interim and monthly benchmark assessments.

Plan to Monitor Effectiveness of G1.B5.S1

Reading coach will monitor student data. The coach will assist them with planning, instructional delivery and strategy implementation.

Person or Persons Responsible

Reading Coach, Administration, EESAC

Target Dates or Schedule

After each benchmark and interim assessment. Monthly department meetings will take place to monitor strategy implementation.

Evidence of Completion

Reading coach will monitor the implementation of identified strategies. Monthly assessment data reports will be reviewed during department meetings and instruction will be modified as needed. Formative and Summative assessments, interim, benchmark, teacher made assessments, and 2014 FCAT 2.0 Reading.

G1.B6 64% of our students made learning gains in Reading. The specific area of concern was Reporting Category 2- Reading Application.

G1.B6.S1 Provide students with opportunities to use text marking strategies (i.e., marginal notes, and selective highlighting) to determine causal relationships.

Action Step 1

Teachers will have students practice reducing textual information to key points so that comparisons can be made across texts; students will also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Following instructional focus calendars, students will be assessed through monthly benchmark assessments. Additionally, students will be assessed through the Interim Assessments.

Evidence of Completion

Lesson Plans, Student Work

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

Instructional department lead will monitor student progress and teacher fidelity of the implemented strategies through monthly data debriefing sessions with their respective grade levels. Instructional adjustments will be made based on individual class and grade-level data results.

Person or Persons Responsible

Administration, reading coach

Target Dates or Schedule

Monthly department meetings will take place to monitor strategy implementation. Through weekly planning, department and grade level leads will serve as facilitators as teachers discuss best practices related to the instructional strategy.

Evidence of Completion

Monthly assessment data reports will be reviewed during department meetings and instruction will be modified as needed. Meeting focus and teacher participation will be monitored via agendas and attendance rosters. –Formative Assessments: Teacher Made and Interim Assessments, monthly benchmark mini assessments, and –Summative Assessments: 2014 FCAT 2.0 Reading.

Plan to Monitor Effectiveness of G1.B6.S1

Reading Coach will monitor student data. The Coach will be used to address the needs of the teachers and assist them with planning, instructional delivery, and strategy implementation.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Monitoring will occur after each mini benchmark assessment and interim assessment. Additionally, monthly department meetings will take place to monitor strategy implementation.

Evidence of Completion

Monthly assessment data reports will be reviewed during department meetings and instruction will be modified as needed. Formative Assessments: Teacher Made and Interim Assessments, monthly benchmark mini assessments, and -Summative Assessments: 2014 FCAT 2.0 Reading.

G1.B7 56% of our students in the lowest 25% made learning gains in Reading. The specific area of concern was Reporting Category 2-Reading Application.

G1.B7.S1 Provide pull-out tutorial sessions in reading instruction addressing reading application skills for students identified in the lowest 25th percentile during specified periods two to three times a week.

Action Step 1

The reading interventionist will, in collaboration with Intensive Reading Teacher, assist in implementing appropriate strategies and monitor student progress through weekly benchmark checks that assess their understanding of literary analysis in both fiction and nonfiction text.

Person or Persons Responsible

Reading Interventionist/Intensive Reading Teachers

Target Dates or Schedule

Following instructional focus calendars, students will be assessed through monthly benchmark assessments. Teachers will meet with the reading coach on a weekly basis to plan, debrief, analyze data, and make any necessary adjustment. Additionally, students will be assessed three times a year through the teacher made and Interim Assessments.

Evidence of Completion

Teachers will monitor the implementation of the identified strategies by the reading interventionist. Teachers will meet with the reading coach on a bi-weekly basis to review data and make necessary instructional modifications. Formative: Teacher made and Interim Assessments and weekly comprehension checks Summative: 2014 FCAT 2.0 Reading.

Facilitator:

Amber Graham

Participants:

Reading/Language Arts Teachers, Reading Interventionist

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

Reading coach will monitor student progress, teacher and interventionist fidelity of the implemented strategies through bi-weekly data debriefing sessions and analysis of student assessments.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Planning will take place once a week to monitor interventions.

Evidence of Completion

Weekly comprehension checks will be reviewed by the reading coach to ensure effectiveness of the intervention program. Lesson plans, teacher made assessments.

Plan to Monitor Effectiveness of G1.B7.S1

Reading teachers will meet with the reading coach on a bi-weekly basis to plan, debrief, analyze data, and make any necessary instructional adjustments.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Lesson Plans, Administrative walk-throughs, Formative: Teacher made and Interim Assessments, comprehension checks, pre/post-test Summative: 2014 FCAT 2.0 Reading.

G1.B8 50% of our students scored proficient on the CELLA listening/speaking.

G1.B8.S1 Encourage ELLs to speak in class as much as possible and participate in oral discussion with classmates regarding books and subjects that build vocabulary.

Action Step 1

The teacher will give students the opportunity to engage in meaningful conversations and language practice in class where conversations are structured around books and subjects that build vocabulary and can experience different written and spoken styles and model proper use of inflection, intonation, expression, and speed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Summative: Results of the 2014 CELLA Listening and Speaking Test

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

The ELL Coordinator will monitor student progress and teacher fidelity of implemented strategies through monthly data debriefing sessions with ELL teachers. Instructional adjustments will be made based on individual student, class and grade level data results.

Person or Persons Responsible

Administration, ELL Coordinator

Target Dates or Schedule

On going

Evidence of Completion

ESOL instructional strategies listed on the lesson plans.

Plan to Monitor Effectiveness of G1.B8.S1

The ELL Coordinator will monitor student progress and teacher fidelity of implemented strategies through monthly data debriefing sessions with teachers. Instructional adjustments will be made based on individual students, class and grade level data results.

Person or Persons Responsible

ELL Coordinator, Administration

Target Dates or Schedule

On going

Evidence of Completion

ESOL instructional strategies listed on the lesson plans.

G1.B9 24% of our students scored proficient on the CELLA Reading.

G1.B9.S1 Provide students opportunity to practice and focus on key vocabulary emphasized and presented in various contexts where they can deduct the meaning of a word by searching the context of the sentence in which a new word appears for clues.

Action Step 1

Teachers will provide practice where students can search for synonyms and definitions embedded and /or check for an antonym clue then reread the sentence and rephrase using the various strategies.

Person or Persons Responsible

MTSS/Rtl, ELL Coordinator, teachers

Target Dates or Schedule

Following instructional focus calendars, students will be assessed through monthly benchmark assessments.

Evidence of Completion

student work, lesson plans, classroom walk-throughs

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

ELL Coordinator will monitor student progress and teacher fidelity of the implemented strategies through monthly data debriefing sessions with their respective grade levels. Instructional adjustments will be made based on individual class and grade-level data results.

Person or Persons Responsible

ELL Coordinator, Administration

Target Dates or Schedule

Monthly meetings will take place to monitor strategy implementation. Through weekly planning, ELL Coordinator will serve as facilitators as teachers discuss best practices related to the instructional strategy.

Evidence of Completion

lesson plans, Monthly assessment data reports will be reviewed during department meetings and instruction will be modified as needed.

Plan to Monitor Effectiveness of G1.B9.S1

ELL Coordinator monitor student progress and teacher fidelity of the implemented strategies through monthly data debriefing sessions with their respective grade levels. Instructional adjustments will be made based on individual student, class and grade-level data results.

Person or Persons Responsible

ELL Coordinator, Administration, EESAC

Target Dates or Schedule

Monthly meetings will take place to monitor strategy implementation. Through weekly planning, Department leads will serve as facilitators as teachers discuss best practices related to the instructional strategy.

Evidence of Completion

Monthly assessment data reports will be reviewed during department meetings and instruction will be modified as needed. Summative: Results of the 2014 CELLA Reading Test

G1.B10 14% of our students scored proficient on the CELLA Writing.

G1.B10.S1 Students will keep reading response logs which are important components of reading discussion groups in which students share their written responses to initiate and continue discussion about specific text.

Action Step 1

Teachers will have students keep reading response journal/logs provide opportunities for students to record their thoughts and questions about anything they are reading, including content area or research material. Teacher will respond with advice, comments, suggestions, and/or observations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Following instructional focus calendars, students will be assessed through monthly benchmark assessments. Additionally, students will be assessed three times a year through the Interim Assessments.

Evidence of Completion

Student work samples, Reading response Journals, Summative: Results from the 2014 CELLA Writing Test

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

The MTSS/RtI Team will monitor school-wide data to ensure that instructional strategies are rigorous and standards-based. Administration will attend department meetings to provide feedback.

Person or Persons Responsible

ELL Coordinator, MTSS/RtI Team

Target Dates or Schedule

Data will be analyzed monthly after each mini benchmark and Interim Assessments.

Evidence of Completion

lesson plans, student work, reading response logs, Summative: Results of the 2014 CELLA Reading Test

Plan to Monitor Effectiveness of G1.B10.S1

The MTSS/RtI Team will monitor school-wide data to ensure that instructional strategies are rigorous and standards-based. Administration will attend department meetings to provide feedback.

Person or Persons Responsible

ELL Coordinator, MTSS/RtI Team

Target Dates or Schedule

Data will be analyzed monthly after each mini benchmark and Interim Assessments.

Evidence of Completion

Summative: Results of the 2014 CELLA Reading Test

G2. On the 2013 Writing FCAT 2.0, student proficiency level was at 57%. Our goal is to increase student proficiency level to 61% on the 2014 Writing FCAT indicating an increase of 4 percentage points.

G2.B1 Based on the results of the 2013 Florida Writes Assessments 57% of 8th Graders scored at or above 3.5 level. Students are displaying difficulties with the writing process.

G2.B1.S1 Provide instruction in writing as a process from planning through publishing with creative writing assignments and prompted essays.

Action Step 1

Teachers will assist students in developing a Writer's Notebook, Journal and/or Portfolio which contains brainstorming strategies: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student journals and portfolios, and Writing Assessments, posted student work, lesson plans

Facilitator:

Susan Black

Participants:

Writing and Reading Teachers

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

Observation of teacher instruction, lesson plan reviews, and classroom walkthroughs

Person or Persons Responsible

Literacy leadership team, administration

Target Dates or Schedule

On going

Evidence of Completion

Student Portfolios, Mid-Year Writing Assessment, lesson plans, observations of teacher

Plan to Monitor Effectiveness of G2.B1.S1

Comparisons of drafts to final products, review Student portfolios, student-teacher conference protocols.

Person or Persons Responsible

LLT, administration

Target Dates or Schedule

On going

Evidence of Completion

Student portfolios, Formative Assessments/Writing Prompts, lesson plans, website newsletter (student generated).

G3. On the 2013 Mathematics FCAT 2.0, student proficiency level was at 55%. Our goal is to increase student proficiency level to 60% on the 2014 Mathematics FCAT indicating an increase of 5 percentage points.

G3.B1 55% of the students in the subgroups showed proficiency in Mathematics.

G3.B1.S1 • Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of fractions, ratios, proportional relationships, and statistics.

Action Step 1

The teachers will implement the problem solving protocol to understand, plan, solve and check (UPSC) model enabling students to find the solution to higher order thinking word problems.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and design maps

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

Math department will meet on a weekly basis to complete a lesson design maps that include Charter School Associates (CSA), UPSC and Higher Order Thinking (H.O.T.) questions. The lesson design maps are turned in with meeting minutes. Teachers will turn in their weekly lesson plans to Math Dept. Lead for feedback and revisions.

Person or Persons Responsible

Math department lead, Math Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Lesson Design Maps

Plan to Monitor Effectiveness of G3.B1.S1

Review data and individual student data protocols, classroom progress charts

Person or Persons Responsible

Math dept. Lead, math coach, administration

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness as well as data from mini benchmark assessments.

G3.B2 Subgroups not making AMO's such as the Blacks at 40%, Hispanics at 56%, Whites at 64%, and Economically Disadvantaged at 55%.

G3.B2.S1 Provide a variety of models of representation and hands-on activities (pattern blocks, rods, fraction bars) to develop students' understanding of and fluency with multiplication and division of fractions and decimals.

Action Step 1

The teachers will implement the problem solving protocol to understand, plan, solve and check (UPSC) model enabling students to find the solution to higher order thinking word problems.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans, Design Maps

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

Math department will meet on a weekly basis to complete a lesson design maps that include Charter School Associates (CSA), UPSC and Higher Order Thinking (H.O.T.) questions. The lesson design maps are turned in with meeting minutes. Teachers will turn in their weekly lesson plans to Math Dept. Lead for feedback and revisions.

Person or Persons Responsible

Teachers, Math Dept Lead, Math Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, Design Maps

Plan to Monitor Effectiveness of G3.B2.S1

Review data and individual student data protocols, classroom progress charts

Person or Persons Responsible

Coach, dept. lead and administration.

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness as well as data from mini benchmark assessments.

G3.B3 38% of the ELL student demonstrated proficiency In Mathematics. ELL students lack basic skills making it difficult for them to solve higher complexity problems.

G3.B3.S1 Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom.

Action Step 1

The teacher will Implement the problem solving protocol for understand, plan, solve and check (USPC) model enabling students to utilize problem-solving strategies in discovery-based learning activities.

Person or Persons Responsible

Teacher

Target Dates or Schedule

weekly

Evidence of Completion

student work, Lesson plans and design maps

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

Math dept. will meet on a weekly basis to complete a lesson design map that includes (CSA), UPSC and Higher Order Thinking (H.O.T.S.) Questions. The lesson design maps are turned in with meeting minutes. Teachers will turn in their weekly lesson plans to the math dept. lead for feedback and revisions.

Person or Persons Responsible

Dept. lead and math coach, administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, design Maps

Plan to Monitor Effectiveness of G3.B3.S1

Review data with teachers through data chats and identify areas to modify instruction.

Person or Persons Responsible

Department lead, and math coach, administration,

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness.

G3.B4 27% of Students with disabilities demonstrated proficiency in Mathematics. SWD lack the basic skills making it difficult for them to solve higher complexity problems.

G3.B4.S1 Increase fact fluency of students by incorporating daily fact drills with dual attention on speed, fluency and accuracy.

Action Step 1

The teacher will use as bell ringers daily fact drills to increase fluency in the basic skills.

Person or Persons Responsible

Teachers, tutors

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans, assessments, data results, classroom walkthroughs

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

Math department will meet on a weekly basis to complete a lesson design maps that include CSA, UPSC and H.O.T. question. The lesson design maps are turned in with meeting minutes.

Person or Persons Responsible

Department lead, Lead, Math Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

student work, classroom walkthrough, Teachers will turn in their weekly lesson plans to Math Dept. Lead for feedback and revisions.

Plan to Monitor Effectiveness of G3.B4.S1

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

Person or Persons Responsible

Math Coach, Administration, EESAC

Target Dates or Schedule

Monthly

Evidence of Completion

data charts, data chat protocols, Baseline, Interim Assessment and EOC practice test data will be used to monitor effectiveness

G3.B5 28% of the students demonstrated proficiency at Level 3. These students have difficulty with multi-step problems.

G3.B5.S1 Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving fractions, ratios, proportional relationships, and statistics.

Action Step 1

The teacher will implement the UPSC, problem solving protocol to understand, plan, solve and check model therefore students are able to find the solution to higher order thinking word problems.

Person or Persons Responsible

teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, student work, student posted work, classroom walkthroughs, and design maps

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

Math department will meet on a weekly basis to complete a lesson design maps that include CSA, UPSC and H.O.T. question. The lesson design maps are turned in with meeting minutes.

Person or Persons Responsible

Math Dept. Lead, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

classroom walkthroughs, student portfolios. weekly lesson plans.

Plan to Monitor Effectiveness of G3.B5.S1

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

Person or Persons Responsible

math coach, administration, EESAC

Target Dates or Schedule

On-going

Evidence of Completion

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

G3.B6 19% of the students demonstrated proficiency at Level 4 or above. Students are used to working procedurally without having to use problem solving strategies.

G3.B6.S1 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of fractions, ratios, proportional relationships, and statistics.

Action Step 1

The teacher will Implement the UPSC, problem solving protocol to understand, plan, solve and check model therefore students are able to find the solution to higher order thinking word problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and design maps

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

Math department will meet on a weekly basis to complete a lesson design maps that include CSA, UPSC and H.O.T. question. The lesson design maps are turned in with meeting minutes.

Person or Persons Responsible

Math Dept. Lead, administration

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers will turn in their weekly lesson plans to Math Dept. Lead for feedback and revisions.

Plan to Monitor Effectiveness of G3.B6.S1

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

Person or Persons Responsible

math coach, administration

Target Dates or Schedule

On-going

Evidence of Completion

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

G3.B7 60% of the students made learning gains in Mathematics. Students are struggling to make learning gains because they are missing the connection between having the fluency with basic math skills and applying them to word problems.

G3.B7.S1 Support mathematical fluency and problem solving skills in the areas of fractions, ratios, proportional relationships, and statistics by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

All math teachers will host free after school math help from 3:00 – 3:30 pm on Mondays, Tuesdays, and Thursdays. Once a week the after school math help group will meet in the computer lab to use Mathletics.

Person or Persons Responsible

Teachers, Tutors

Target Dates or Schedule

On-going

Evidence of Completion

Mathletic Reports and Tutoring Logs

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

Teachers will turn in their tutoring logs once a week to the department lead. for feedback and revisions.

Person or Persons Responsible

Math dept. lead, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Tutoring logs, mathletics reports

Plan to Monitor Effectiveness of G3.B7.S1

Mathletics test reports will be reviewed by the math coach and dept. lead.

Person or Persons Responsible

Math dept. lead, math coach, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Mathletics Reports

G3.B8 58% of the students in the lowest 25% made learning gains. These students struggle to make learning gains because they lack basic math fact fluency and vocabulary.

G3.B8.S1 Use student data to develop flexible student groups based on student needs in order to provide students with intervention activities on fractions, ratios, proportional relationships, and statistics.

Action Step 1

1. The teacher will have the students take the Diagnostic & Placement Assessment. 2. Teachers will create flexible math groups for each big idea and supporting idea. 3. Teachers will pull Tier groups for remediation of basic skills. 4. Baseline and Interim data will be used to create pull out/push in intervention groups, as well as free Saturday Math Camp.

Person or Persons Responsible

Teachers, Tutors

Target Dates or Schedule

On-Going

Evidence of Completion

Tutoring Attendance Logs, Lesson Plans, Assessments

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

1. The Math Coach will assist teachers in creating the flexible math groups. 2. Flexible Math Group activities will be written on the weekly lesson plan 3. The Math Coach will push in to classes based on the data to work with small groups of students. 4. Attendance for the Saturday Math Camp will be turned in to administration.

Person or Persons Responsible

Math Coach, Math department heads, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans, classroom walkthroughs, student portfolios, tutoring attendance logs

Plan to Monitor Effectiveness of G3.B8.S1

Mini benchmark assessments, interim assessments

Person or Persons Responsible

Math coach, math department lead, administration

Target Dates or Schedule

On-Going

Evidence of Completion

Interim and Benchmark Assessments Data, data chat protocols

G4. On the 2013 school year for Middle School Acceleration, participation in mathematics was at 62% and performance was at 92%. Our goal is to increase participation to 66% and performance to 93% on the 2014 mathematics assessment.

G4.B1 62% of the students participated in content areas having EOC Assessments and in courses offering Industry Certification. Participation is low because they lack conceptual understanding of high level mathematics.

G4.B1.S1 Provide opportunities for students to model real world situations with relations and functions using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Th teacher will : 1. Implement UPSC problem solving protocol 2. Use the CSA (concrete, semi concrete and abstract) method thru exploration activities and discussion

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Weekly lesson plans.

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

Math department will meet on a weekly basis to complete a lesson design maps that include CSA, UPSC and H.O.T. question. The lesson design maps are turned in with meeting minutes. Teachers will turn in their weekly lesson plans to Math Dept. Chairperson for feedback and revisions.

Person or Persons Responsible

Math department, chair, math coach, administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and design maps, classroom walkthroughs, student portfolios

Plan to Monitor Effectiveness of G4.B1.S1

1. Implement UPSC problem solving protocol 2. Use the CSA (concrete, semi concrete and abstract) method thru exploration activities and discussion

Person or Persons Responsible

Dept. Chair, Math Coach, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

mini benchmark assessments, teacher made tests, and Interim Assessment data will be used to monitor the effectiveness

G4.B2 92% of students who participated in course requiring EOC Assessment met proficiency levels. Participation in Industry Certification is low they lack knowledge of available courses.

G4.B2.S1 Provide opportunities for students to model real world situations with relations and functions using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Teacher will: 1. Implement UPSC problem solving protocol. 2. Use the CSA (concrete, semi concrete and abstract) method thru exploration activities and discussion.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans, Design Maps

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

Math department will meet on a weekly basis to complete a lesson design maps that include CSA, UPSC and H.O.T. question. The lesson design maps are turned in with meeting minutes. Teachers will turn in their weekly lesson plans to Math Dept. Lead for feedback and revisions.

Person or Persons Responsible

Teachers, Math dept. lead

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Design Maps

Plan to Monitor Effectiveness of G4.B2.S1

Interim Assessment data will be used to monitor the effectiveness

Person or Persons Responsible

Math coach, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessment Data, classroom walkthroughs

G5. On the 2013 Algebra 1 EOC Test, student proficiency level was at 91%. Our goal is to increase student proficiency level to 92% on the 2014 Algebra 1 EOC Assessment indicating an increase of one percentage point.

G5.B1 50% of the students demonstrated proficiency at Level 3. Students lacked understanding in solving problems using polynomials.

G5.B1.S1 Provide opportunities for students to practice the content so they will be able to: • Apply the laws of exponents to simplify monomial expressions with integral exponents. • Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials. • Simplify rational expressions. • Divide polynomials by monomials.

Action Step 1

Teachers will begin each lesson with a bell work review of prior topics, followed by real world connections activity that will help students make connections and draw conclusions throughout the lesson containing polynomials.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson design maps and weekly lesson plans

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

Math department will meet on a weekly basis to complete a lesson design maps that include real world activities. The lesson design maps are turned in with meeting minutes. Teachers will turn in their weekly lesson plans to Math Dept. Chairperson for feedback and revisions.

Person or Persons Responsible

Math department, administration

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans and design maps, administrative walk throughs

Plan to Monitor Effectiveness of G5.B1.S1

Review assessment data with teachers using specific data protocols to identify trends and areas of weakness.

Person or Persons Responsible

dept. chair and math coach, administration

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

G5.B2 41% of the students demonstrated proficiency at Level 4 and above. Students lacked understanding in solving problems using polynomials.

G5.B2.S1 Provide opportunities for students to practice the content so they will be able to: • Apply the laws of exponents to simplify monomial expressions with integral exponents. • Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials. • Simplify rational expressions. • Divide polynomials by monomials.

Action Step 1

The Math Coach will model the use of Exemplars as enrichment and provide professional development for teachers to expand their skills in instruction in Algebra.

Person or Persons Responsible

Math Coach, Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Math Coach Schedule

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

1. Teachers will turn in their weekly lesson plans to the Math Department Lead for feedback and revisions. 2. A copy of the weekly Math Coach schedule will be turned into administration 3. Attendance at each professional development workshop will be turned into administration

Person or Persons Responsible

Math Dept. Lead, math Coach, administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Math Coach Schedule

Plan to Monitor Effectiveness of G5.B2.S1

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Assessments and EOC Practice Tests

G6. On the 2013 Geometry EOC Test, student proficiency level was at 88%. Our goal is to increase student proficiency level to 88% on the 2014 Geometry EOC Assessment indicating an increase of 0 percentage points.

G6.B1 38% of the students scored at Level 3 for the Geometry EOC. Students are taught two-dimensional geometry abstractly and have difficulties

G6.B1.S1 • Provide opportunities for students to practice the content so they will be able to: • Identify a net for a regular or non-regular polyhedron and identify the regular or non-regular polyhedron for a given net. • Identify and determine types of faces or the number of faces, edges, or vertices of a given polyhedron. • Explain and apply formulas to determine surface area, lateral area, and volume of solids. • Identify and use properties of congruent or similar solids to solve problems. • Identify chords, tangents, radii, or great circles of spheres. • Determine how changes in no more than two parameters affect the surface area and volume. • Determine how changes in one parameter affect the other parameter(s) when surface area and volume are held constant.

Action Step 1

1. Provide individualized training for teachers on the integration of manipulatives from our book series. 2. Math department will meet on a weekly basis to complete a lesson design maps that include the CSA approach—concrete, semi-concrete, abstract approach 3. The Math Coach will work with the Geometry teachers in order to increase the use of manipulatives in geometry classrooms.

Person or Persons Responsible

Teachers, math coach, dept. chair

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Lesson plan design maps, Coaching Model

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

1. Teachers will turn in their weekly lesson plans to the Math Department Chairperson for feedback and revisions. 2. A copy of the weekly Math Coach schedule will be turned into administration

Person or Persons Responsible

Teachers, math dept. chair, math coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, administrative walk throughs

Plan to Monitor Effectiveness of G6.B1.S1

1. Provide individualized training for teachers on the use of the manipulatives from our book series. 2. Math department will meet on a weekly basis to complete a lesson design maps that include the CSA approach—concrete, semi-concrete, abstract approach 3. The Math Coach will work with the Geometry teachers in order to increase the use of manipulatives in geometry classrooms.

Person or Persons Responsible

Teachers, math dept. chair, math coach

Target Dates or Schedule

monthly

Evidence of Completion

Baseline, Interim Assessment and EOC practice tests data

G6.B2 50% of the students scored at Level 4 or above for the Geometry EOC. Students are taught two-dimensional geometry abstractly. Teachers require coaching model.

G6.B2.S1 Provide opportunities for students to practice the content so they will be able to: • Identify a net for a regular or non-regular polyhedron and identify the regular or non-regular polyhedron for a given net. • Identify and determine types of faces or the number of faces, edges, or vertices of a given polyhedron. • Explain and apply formulas to determine surface area, lateral area, and volume of solids. • Identify and use properties of congruent or similar solids to solve problems. • Identify chords, tangents, radii, or great circles of spheres. • Determine how changes in no more than two parameters affect the surface area and volume. • Determine how changes in one parameter affect the other parameter(s) when surface area and volume are held constant.

Action Step 1

1. Provide individualized training for teachers on the use of the manipulatives from our book series. 2. Math department will meet on a weekly basis to complete a lesson design maps that include the CSA approach—concrete, semi-concrete, abstract approach 3. The Math Coach will work with the Geometry teachers in order to increase the use of manipulatives in geometry classrooms.

Person or Persons Responsible

teachers, Math Coach

Target Dates or Schedule

On-Going

Evidence of Completion

Math Coach Schedule, lesson Plans

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

1. Teachers will turn in their weekly lesson plans to the Math Department Lead for feedback and revisions. 2. A copy of the weekly Math Coach schedule will be turned into administration

Person or Persons Responsible

Math Coach, Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Math Coach Schedule

Plan to Monitor Effectiveness of G6.B2.S1

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Assessments, EOC Practice Tests

G7. On the 2013 Science FCAT 2.0, student proficiency level was at 43%. Our goal is to increase student proficiency level to 49% on the 2014 Science FCAT indicating an increase of 6 percentage points.

G7.B1 23% of the students demonstrated proficiency at level 3. As noted on the 2013 FCAT 2.0, the lowest categories were Earth, Space, Physical Science, and Life Science.

G7.B1.S1 Establish a plan and timeline for the development of student projects and ensure that all students participate in scientific enrichment activities and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Regional Science and Engineering Fair, Fairchild Challenge, etc.).

Action Step 1

Teacher will establish a plan and timeline for the development of student projects and Ensure that all students participate in scientific enrichment activities and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Regional Science and Engineering Fair, Fairchild Challenge, etc.).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

participation in science competitions,

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

Science Department head along with the science teachers will monitor instruction, and differentiated strategies will be implemented to address students' needs and review student work to modify instruction as needed.

Person or Persons Responsible

Science Dept. Chair, Administration

Target Dates or Schedule

bi-weekly

Evidence of Completion

classroom walkthroughs, student work, participation in science competitions, Formal, Informal and interim Assessments-

Plan to Monitor Effectiveness of G7.B1.S1

• The Science Department head along with the science teachers, will utilize bi-weekly benchmark data to drive instruction, and differentiated instruction strategies will be implemented to address students' needs. Data will also be utilized to participate in data chats with students (i.e. at grade level, intervention and enrichment groups.). Selected lab reports will be reviewed for effective implementation of the strategy.

Person or Persons Responsible

Science dept. head, administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formal, Informal and Interim Assessments

G7.B2 20% of the students demonstrated proficiency at level 4 and above. As noted on the 2013 FCAT 2.0, the lowest categories were Earth, Space, Physical Science, and Life Science.

G7.B2.S1 The development of technology-based student projects, that will allow them to interact with their surroundings and their community, will be implemented to ensure that all students participate in scientific enrichment activities and Science competitions (i.e., SECME Olympiad and Festival, Regional Science and Engineering Fair, Fairchild Challenge, etc.).

Action Step 1

The Science Department Lead will promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed. After participating on hands-on opportunities students will be required to write lab conclusions with claim-evidence-reasoning included for all investigations, as delineated by Common Core Standards.

Person or Persons Responsible

Dept. Lead, Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans, Meeting Minutes, Lab Activities

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

The Science Department Lead will monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding, as well as project topics and project rubrics to provide guidance as needed. The Science Department head along with the science teachers, will utilize bi-weekly benchmark data to drive instruction, and differentiated instruction strategies will be implemented to address students' needs. Data will also be utilized to participate in data chats with students (i.e. at grade level, intervention and enrichment groups.). Selected lab reports will be reviewed for effective implementation of the strategy.

Person or Persons Responsible

Dept. Lead, Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Rubrics, lab reports

Plan to Monitor Effectiveness of G7.B2.S1

Mini benchmark assessments, data chat protocols, interim assessments will be monitored for effectiveness of strategies and to guide instruction

Person or Persons Responsible

Science department head, administration

Target Dates or Schedule

On-Going

Evidence of Completion

data chat protocols, mini benchmark assessments, interim assessments

G8. On the 2013 Biology EOC Baseline Test, the student proficiency level was at 52%. Our goal is to increase the student proficiency level to 56% on the 2014 Biology EOC Test indicating an increase of 4 percentage points.

G8.B1 According to the results of the 2013 Biology EOC baseline, level 3 students have difficulties in the Molecular and Cellular Biology reporting category.

G8.B1.S1 Students need to be exposed to rigorous activities, high order questioning strategies to increase their conceptual understanding, as well as with the opportunity to design experiments using the process of science.

Action Step 1

Teachers will have students present their work through lab reports, with strong evidence-supported conclusions, as well as PowerPoint presentations, and/or classroom discussions. Teachers will guide students through the writing process, until they become independent.

Person or Persons Responsible

Biology Teachers, Science Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lab reports, Power Points, Lesson Plans

Facilitator:

Allison Walker

Participants:

Science Teachers

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

Department Chairs as well as administration will review lesson plans weekly. Frequent classroom observations and walkthroughs will provide evidence that strategies documented on lesson plans are effectively implemented within the lessons.

Person or Persons Responsible

Science Coach, Science Department Chair, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Writing journals, lab activities, lesson Plans, Administrative Walk-throughs and classroom observations.

Plan to Monitor Effectiveness of G8.B1.S1

The Science Department Chair and administration will schedule meetings with Biology teachers to go over benchmark data and will monitor students individual progress towards benchmark mastery through data chats.

Person or Persons Responsible

Science Department Chair, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Data from baseline, interim assessments and frequent mini-benchmark assessments. Data Chats

G8.B2 According to the results of the 2013 Biology EOC baseline, level 4 and above students have difficulties in the Molecular and Cellular Biology reporting category.

G8.B2.S1 Use instructional technology to enhance and remediate students' conceptual understanding of topics being addressed and benchmarks being covered.

Action Step 1

The Biology teachers will promote the use of instructional technology to enhance and remediate student conceptual understanding of topics being addressed. After participating on hands-on and technology opportunities students will be required to write lab conclusions with claim-evidence reasoning included for all investigations, as delineated by Common Core Standards. This strategy will foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Lab Activities, Annotated Visual Representations

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

Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding, as well as project topics and project rubrics to provide guidance as needed.

Person or Persons Responsible

Science Department Chair, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Rubrics, Lesson plans, Projects, Science Lab Journals, Classroom Observations and walkthrough checklists

Plan to Monitor Effectiveness of G8.B2.S1

Utilize bi-weekly benchmark data to drive instruction, and differentiated instruction strategies will be implemented to address students' needs. Data will also be utilized to participate in data chats with students (i.e. at grade level, intervention and enrichment groups.). Selected lab reports will be reviewed for effective implementation of the strategy.

Person or Persons Responsible

Science Department Chair, Administration, Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark data, data chats, teacher-made assessments, lab reports

G9. In order to increase the student enrollment in STEM-related courses, we need to increase the number of experiences from 4 to 10 and percent of participation from 24% to 28% in STEM related courses for all students.

G9.B1 During the first year, the school experienced limited evidence of experiences in STEM related courses.

G9.B1.S1 The school is now offering STEM-related accelerated courses with Advanced Placement courses, dual enrollment courses and academy offerings in Law Studies, Marine and Environmental Science and Business and Finance.

Action Step 1

•Administrators will monitor over Science, Mathematics, Career Technology Education, Advanced Academics, Curriculum Coaches and STEM teachers for effective implementation of these courses.

Person or Persons Responsible

Teachers, dept chair, administration

Target Dates or Schedule

monthly

Evidence of Completion

lesson plans, timeline, formal and informal assessments, STEM activities, scheduling

Facilitator:

ALLISON WALKER

Participants:

Teachers, dept chair, administration

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

Administrators will monitor over Science, Mathematics, Career Technology Education, Advanced Academics, Curriculum Coaches and STEM teachers for effective implementation of these courses.

Person or Persons Responsible

teachers, dept. chair, administration

Target Dates or Schedule

monthly

Evidence of Completion

lesson plans, timeline, formal and informal assessments, STEM activities, administrative walk throughs

Plan to Monitor Effectiveness of G9.B1.S1

•Administrators will monitor over Science, Mathematics, Career Technology Education, Advanced Academics, Curriculum Coaches and STEM teachers for effective implementation of these courses.

Person or Persons Responsible

teachers, dept. chair, admnistration

Target Dates or Schedule

Monthly

Evidence of Completion

Formal Interim Assessment data and informal Assessments

G9.B2 During the first year, the school experienced limited evidence of participation in STEM related courses.

G9.B2.S1 Provide students with opportunities to prepare and practice for competitions.

Action Step 1

Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions, provide class time, instruction, and guidance for successful competitions.

Person or Persons Responsible

Administrators, Academy Lead Teachers, Teachers

Target Dates or Schedule

On-going

Evidence of Completion

The percent of students participating in competitions.

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

Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions, provide class time, instruction, and guidance for successful competitions.

Person or Persons Responsible

Administrator, Lead teachers, Teachers

Target Dates or Schedule

On-going

Evidence of Completion

The percent of students participating in competitions.

Plan to Monitor Effectiveness of G9.B2.S1

Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions, provide class time, instruction, and guidance for successful competitions.

Person or Persons Responsible

Administrators, Lead Teachers, Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

The percent of students participating in competitions.

G10. Our goal is to increase the participation and passing rate of students taking the CTE industry certification exams from 0% to 15%.

G10.B1 Not all teachers have computers in their classroom and school testing calendar may conflict with the usage of the computer labs for practicing and taking industry certification tests.

G10.B1.S1 A lab schedule will be created by teachers in cooperation with the administration that will allow teachers to maximize computer lab usage as they work around school-wide testing times.

Action Step 1

Submit lists to assigned CTE administrator of all students targeted for industry examinations.

Person or Persons Responsible

CTE dept. chair and teachers

Target Dates or Schedule

Beginning of school year

Evidence of Completion

CertiPort reports, updated Teacher monthly reports will be evidence.

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

A lab schedule will be created by teachers in cooperation with the administration that will allow teachers to maximize computer lab usage as they work around school-wide testing times.

Person or Persons Responsible

CTE teachers, dept. chair

Target Dates or Schedule

Monthly

Evidence of Completion

Monitor implementation through lesson plans and administrative walk throughs.

Plan to Monitor Effectiveness of G10.B1.S1

Increase participation and passing rate of CTE courses.

Person or Persons Responsible

CTE teachers and dept. chair

Target Dates or Schedule

Monthly

Evidence of Completion

Informal and formal assessments, CTE certification exams

G10.B2 We have less than 10 students enrolling in CTE courses, or in accelerated courses. Therefore they are not taking CTE exams, we do not have program concentrators and only one teacher holding an industry certification.

G10.B2.S1 Increase participation and passing rate of CTE courses.

Action Step 1

Start to look at CTE course paths to offer the students.

Person or Persons Responsible

Administration, Guidance Counselor

Target Dates or Schedule

On-Going

Evidence of Completion

Course Selection

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

Have academy teachers registered for certifications on Industry courses.

Person or Persons Responsible

Administration, Guidance Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Professional Development Calendar

Plan to Monitor Effectiveness of G10.B2.S1

Monitor how many teachers are getting certified and if they have necessary coursework and licenses necessary.

Person or Persons Responsible

Administration, Guidance Counselor

Target Dates or Schedule

On-Going

Evidence of Completion

Professional Development Calendar, Passing Scores on Exams and Coursework

G11. On the 2013 Civics EOC Test, baseline student proficiency was 35%. Our goal is to increase student proficiency level to 40% on the 2014 Civics EOC Assessment indicating an increase of 5 percentage points .

G11.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.

G11.B1.S1 • Develop student understanding of the content-specific civics vocabulary; • Provide activities that allow students to interpret primary and secondary sources of information, using multimedia sources to examine opposing points of view on a variety of issues; • Provide opportunities for students to write to inform and to persuade. • Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics • Help students provide alternate solutions to the problems researched. • Ensure that all Civics students participate in the District’s baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students’ weak areas of benchmark mastery. • Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through Civics content. • Provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of content strengths and areas in need of performance. • Provide opportunities/intervention for students who demonstrate deficiencies in benchmark mastery.

Action Step 1

Students will produce project-based activities and participate in peer reviews using class-developed rubrics. The department lead will lead reviews on implementation.

Person or Persons Responsible

Science teachers and dept. lead

Target Dates or Schedule

weekly

Evidence of Completion

Projects, rubrics, peer reviews, lesson plans

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

Students will produce project-based activities and participate in peer reviews using class-developed rubrics. The department lead will review on implementation.

Person or Persons Responsible

Science Teachers, Dept. lead

Target Dates or Schedule

Monthly

Evidence of Completion

Projects, Peer Reviews, Rubrics, and lesson plans

Plan to Monitor Effectiveness of G11.B1.S1

Students will produce project-based activities and participate in peer reviews using class-developed rubrics. The department lead will lead reviews on implementation.

Person or Persons Responsible

Science Teachers, Dept. Lead

Target Dates or Schedule

Monthly

Evidence of Completion

Projects, Peer Reviews and Lesson Plans

G12. Our goal is to decrease the amount of students missing 10% or more of instructional time and getting one or more referrals from 15% to 14% and students that fail courses from 7% to 5%.

G12.B1 Parental lack of awareness about attendance affecting student academic achievement for those that miss 10% or more.

G12.B1.S1 Implement an effective attendance program to include individual student incentives for maintaining perfect attendance, parental contact and home visits if necessary.

Action Step 1

Updates conducted by counselor during the weekly school leadership team meetings and monthly staff meetings.

Person or Persons Responsible

Counselor, leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly leadership meetings, logs and attendance rosters

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

Leadership Team Administrators and counselor will monitor daily homeroom attendance logs and discuss school- wide incentives at weekly meetings.

Person or Persons Responsible

Leadership team, administrators, counselor

Target Dates or Schedule

weekly

Evidence of Completion

Weekly Attendance bulletin and homeroom attendance rosters

Plan to Monitor Effectiveness of G12.B1.S1

Updates conducted by counselor during the weekly school leadership team meetings and monthly staff meetings.

Person or Persons Responsible

Guidance Counselor, Leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly leadership meeting, logs and attendance rosters

G12.B2 Students failing courses.

G12.B2.S1 Provide pull-out tutorial sessions in content area instruction for students identified in the PMP's/Rtl's during specified periods two to three times a week. Implement afterschool tutorial program utilizing appropriate supplemental materials including instructional strategies such as graphic organizers, FCAT 2.0 Task Cards, concept and design maps.

Action Step 1

In collaboration with the content area teacher, interventionist will assist in implementing appropriate strategies and monitor student progress through weekly benchmark checks that assess their understanding of benchmarks.

Person or Persons Responsible

Teachers, Interventionist

Target Dates or Schedule

On-Going

Evidence of Completion

Benchmark, teacher made and interim assessments, lesson plans

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

Grade level leads will monitor student progress through monthly PMP meetings. Instructional adjustments will be made based on individual student, class and grade level data results.

Person or Persons Responsible

Content area teachers, coaches, department leads

Target Dates or Schedule

On-Going

Evidence of Completion

Monthly assessment data reports will be reviewed during department meetings, instruction will be modified as needed. Formative, Summative, teacher made and interim assessments.

Plan to Monitor Effectiveness of G12.B2.S1

Grade level leads will monitor student data and address the needs of each student. Disseminate the necessary information to all of the students' teachers to meet each failing student's needs.

Person or Persons Responsible

Grade level lead, teachers, coaches

Target Dates or Schedule

On-Going

Evidence of Completion

Formative, Summative, Interim, and Teacher Made Assessments

G12.B3 Students with one or more behavior referrals.

G12.B3.S1 Teachers will deter behavior issues through the use of PARR, Participation, Attitude, Respect and Responsibility behavior program.

Action Step 1

Information on PARR is included in all student, parent and faculty handbooks. Teachers and students are also advised as to steps and procedures for behavior management.

Person or Persons Responsible

Teachers, Students, Parents, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Behavior Notification Forms, Dress Code Violations, Detentions, Management Referrals

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

Written documentation of warnings, infractions, dress code violations and steps taken.

Person or Persons Responsible

Teachers, Dean, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

All written referrals and notifications

Plan to Monitor Effectiveness of G12.B3.S1

Following the FCIM model, referral data will be reviewed and adjustment to the behavior plan will be made as needed.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-Going

Evidence of Completion

Written notifications, behavior notices, referrals

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

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. On the 2013 Reading FCAT 2.0, student proficiency level was at 63%. Our goal is to increase student proficiency level to 67% on the 2014 Reading FCAT indicating an increase of 4 percentage points.

G1.B4 30% of our students are at FCAT Level 3 in Reading. The specific area of concern was Reporting Category 2-Reading Application.

G1.B4.S1 Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

PD Opportunity 1

Teachers will ingrain the practice of justifying answers by going back to the text for support. Teachers will have students use graphic organizers to see patterns and summarize the main points.

Facilitator

Melissa Prado Aguilar

Participants

Reading/Language Arts Teachers

Target Dates or Schedule

Students will be assessed through monthly benchmark assessments as well as three times a year through district interim assessments.

Evidence of Completion

Student work, vocabulary quizzes and tests. Journals, data chats and charts

G1.B7 56% of our students in the lowest 25% made learning gains in Reading. The specific area of concern was Reporting Category 2-Reading Application.

G1.B7.S1 Provide pull-out tutorial sessions in reading instruction addressing reading application skills for students identified in the lowest 25th percentile during specified periods two to three times a week.

PD Opportunity 1

The reading interventionist will, in collaboration with Intensive Reading Teacher, assist in implementing appropriate strategies and monitor student progress through weekly benchmark checks that assess their understanding of literary analysis in both fiction and nonfiction text.

Facilitator

Amber Graham

Participants

Reading/Language Arts Teachers, Reading Interventionist

Target Dates or Schedule

Following instructional focus calendars, students will be assessed through monthly benchmark assessments. Teachers will meet with the reading coach on a weekly basis to plan, debrief, analyze data, and make any necessary adjustment. Additionally, students will be assessed three times a year through the teacher made and Interim Assessments.

Evidence of Completion

Teachers will monitor the implementation of the identified strategies by the reading interventionist. Teachers will meet with the reading coach on a bi-weekly basis to review data and make necessary instructional modifications. Formative: Teacher made and Interim Assessments and weekly comprehension checks Summative: 2014 FCAT 2.0 Reading.

G2. On the 2013 Writing FCAT 2.0, student proficiency level was at 57%. Our goal is to increase student proficiency level to 61% on the 2014 Writing FCAT indicating an increase of 4 percentage points.

G2.B1 Based on the results of the 2013 Florida Writes Assessments 57% of 8th Graders scored at or above 3.5 level. Students are displaying difficulties with the writing process.

G2.B1.S1 Provide instruction in writing as a process from planning through publishing with creative writing assignments and prompted essays.

PD Opportunity 1

Teachers will assist students in developing a Writer's Notebook, Journal and/or Portfolio which contains brainstorming strategies: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material.

Facilitator

Susan Black

Participants

Writing and Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student journals and portfolios, and Writing Assessments, posted student work, lesson plans

G8. On the 2013 Biology EOC Baseline Test, the student proficiency level was at 52%. Our goal is to increase the student proficiency level to 56% on the 2014 Biology EOC Test indicating an increase of 4 percentage points.

G8.B1 According to the results of the 2013 Biology EOC baseline, level 3 students have difficulties in the Molecular and Cellular Biology reporting category.

G8.B1.S1 Students need to be exposed to rigorous activities, high order questioning strategies to increase their conceptual understanding, as well as with the opportunity to design experiments using the process of science.

PD Opportunity 1

Teachers will have students present their work through lab reports, with strong evidence-supported conclusions, as well as PowerPoint presentations, and/or classroom discussions. Teachers will guide students through the writing process, until they become independent.

Facilitator

Allison Walker

Participants

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lab reports, Power Points, Lesson Plans

G9. In order to increase the student enrollment in STEM-related courses, we need to increase the number of experiences from 4 to 10 and percent of participation from 24% to 28% in STEM related courses for all students.

G9.B1 During the first year, the school experienced limited evidence of experiences in STEM related courses.

G9.B1.S1 The school is now offering STEM-related accelerated courses with Advanced Placement courses, dual enrollment courses and academy offerings in Law Studies, Marine and Environmental Science and Business and Finance.

PD Opportunity 1

•Administrators will monitor over Science, Mathematics, Career Technology Education, Advanced Academics, Curriculum Coaches and STEM teachers for effective implementation of these courses.

Facilitator

ALLISON WALKER

Participants

Teachers, dept chair, administration

Target Dates or Schedule

monthly

Evidence of Completion

lesson plans, timeline, formal and informal assessments, STEM activities, scheduling

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 Reading FCAT 2.0, student proficiency level was at 63%. Our goal is to increase student proficiency level to 67% on the 2014 Reading FCAT indicating an increase of 4 percentage points.	\$24,200
G6.	On the 2013 Geometry EOC Test, student proficiency level was at 88%. Our goal is to increase student proficiency level to 88% on the 2014 Geometry EOC Assessment indicating an increase of 0 percentage points.	\$43,981
Total		\$68,181

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title 1	\$68,181	\$68,181
Total	\$68,181	\$68,181

Budget Details

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

G1. On the 2013 Reading FCAT 2.0, student proficiency level was at 63%. Our goal is to increase student proficiency level to 67% on the 2014 Reading FCAT indicating an increase of 4 percentage points.

G1.B4 30% of our students are at FCAT Level 3 in Reading. The specific area of concern was Reporting Category 2-Reading Application.

G1.B4.S1 Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

Action Step 1

Teachers will ingrain the practice of justifying answers by going back to the text for support. Teachers will have students use graphic organizers to see patterns and summarize the main points.

Resource Type

Personnel

Resource

Tutoring

Funding Source

Title 1

Amount Needed

\$24,200

G6. On the 2013 Geometry EOC Test, student proficiency level was at 88%. Our goal is to increase student proficiency level to 88% on the 2014 Geometry EOC Assessment indicating an increase of 0 percentage points.

G6.B1 38% of the students scored at Level 3 for the Geometry EOC. Students are taught two-dimensional geometry abstractly and have difficulties

G6.B1.S1 • Provide opportunities for students to practice the content so they will be able to: • Identify a net for a regular or non-regular polyhedron and identify the regular or non-regular polyhedron for a given net. • Identify and determine types of faces or the number of faces, edges, or vertices of a given polyhedron. • Explain and apply formulas to determine surface area, lateral area, and volume of solids. • Identify and use properties of congruent or similar solids to solve problems. • Identify chords, tangents, radii, or great circles of spheres. • Determine how changes in no more than two parameters affect the surface area and volume. • Determine how changes in one parameter affect the other parameter(s) when surface area and volume are held constant.

Action Step 1

1. Provide individualized training for teachers on the integration of manipulatives from our book series. 2. Math department will meet on a weekly basis to complete a lesson design maps that include the CSA approach—concrete, semi-concrete, abstract approach 3. The Math Coach will work with the Geometry teachers in order to increase the use of manipulatives in geometry classrooms.

Resource Type

Personnel

Resource

Math Coach

Funding Source

Title 1

Amount Needed

\$43,981