



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Frank Crawford Martin K 8 Center

14250 BOGGS DR

Miami, FL 33176

305-238-3688

<http://fcmartin.dadeschools.net/>

School Demographics

School Type Combination School	Title I Yes	Free and Reduced Lunch Rate 54%
Alternative/ESE Center No	Charter School No	Minority Rate 94%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Frank Crawford Martin K 8 Center

Principal

Felicia Joseph K

School Advisory Council chair

Sally Camiliche

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

Name	Title
Felicia K. Joseph	Principal
Robert D. Hoel	Assistant Principal
Jacqueline A. Theriault	Assistant Principal
Shiela Jackson	PYP Coordinator
Sharon Humphrey	MYP Coordinator
Gina Terry	Reading Liaison
Damaris Gonzalez	Mathematics Liaison
Minerva Santerre	Science Liaison
Jennifer Wasielewski	Language Arts Dept. Chairperson
Alice Host	Mathematics Dept. Chairperson
Ronald Malone	Science Dept. Chairperson
Dian Adjamah	Media Specialist
Diana Makhoul	Special Education Teacher

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

Business Community Rep-7

Educational Support Employee-1
Parents-5
Student-1
Teachers-7
UTD Steward-1
Alternates:
Alternate Principal-1
Alternate Educational Support-1
Alternate Parent-1
Alternate Student-1
Alternate Teachers-1

Involvement of the SAC in the development of the SIP

The School Advisory Council (EESAC) met at the end of the 2012-2013 school year to review the data from the SAT-10 and FCAT Spring Administration. At that time the goals and strategies of the 2013-2014 SIP were discussed. Considerations from the EESAC Committee were made and reviewed. Additionally, the SIP is reviewed and discussed three times per year to allow for revisions and progress updates.

Activities of the SAC for the upcoming school year

The School Advisory Council (EESAC) will meet on a regular basis to develop, revise and monitor the progress of School Improvement Plan goals. In addition, the council will determine the most appropriate use of SAC funds to support the School Improvement Plan goals. New goals and strategies were taken into advisement for the writing of the 2013-2014 School Improvement Plan.

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

The projection for the use of school improvement funds through the SAC will be used to support media center services and tutorial program service.

- \$2000.00 - Library Materials
- \$3500.00 - Tutorial Funding (Materials/Hourly Instruction)

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

NA

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Felicia Joseph K

Principal

Years as Administrator: 9

Years at Current School: 2

Credentials

Masters of Science in Reading
 Bachelor of Science in Elementary Education
 Certifications: Elementary Education, Primary Education,
 Reading, Educational Leadership

Performance Record

2013 – School Grade - A
 Rdg. Proficiency, 87 percent
 Math Proficiency, 80 percent
 Rdg. Lrg. Gains, 79 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% - 87 points
 Math Imp. of Lowest 25% - 65 points
 Rdg. AMO –Yes
 Math AMO – No
 All Data Shown in % '12 '11 '10 '09
 School Grades A A A A
 Rdg Proficiency 69 83 91 90
 Math Proficiency 72 85 88 89
 Rdg Lrng Gains 72 61 79 73
 Math Lrng Gains 68 53 68 71
 Rdg Imp of Lwst25% 79 57 78 67
 Mth Imp of Lwst25% 75 57 74 55

Robert D. Hoel

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Masters of Science in Exceptional Student Education
 Bachelor of Science in Social Studies Education
 Certifications: Social Science, Reading, Educational Leadership

Performance Record

2013 – School Grade - A
 Rdg. Proficiency, 87 percent
 Math Proficiency, 80 percent
 Rdg. Lrg. Gains, 79 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% - 87 points
 Math Imp. of Lowest 25% - 65 points
 Rdg. AMO –Yes
 Math AMO – No
 All Data Shown in % '12 '11 '10 '09
 School Grades A A D F
 Rdg Proficiency 86 91 25 24
 Math Proficiency 85 91 55 54
 Rdg Lrng Gains 76 71 44 40
 Math Lrng Gains 79 76 75 66
 Rdg Imp of Lwst25% 72 78 40 47
 Mth Imp of Lwst25% 73 77 72 65

Jacqueline A. Theriault

Asst Principal

Years as Administrator: 6

Years at Current School: 3

Credentials

Masters of Science in ESOL
 Bachelor of Science in Varying Exceptionalities
 Certifications: Varying Exceptionalities, Educational Leadership

Performance Record

2013 – School Grade - A
 Rdg. Proficiency, 87 percent
 Math Proficiency, 80 percent
 Rdg. Lrg. Gains, 79 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% - 87 points
 Math Imp. of Lowest 25% - 65 points
 Rdg. AMO –Yes
 Math AMO – No
 All Data Shown in % '12 '11 '10 '09
 School Grades A C D C
 Rdg Proficiency 86 57 52 57
 Math Proficiency 85 55 55 58
 Rdg Lrng Gains 76 62 49 34
 Math Lrng Gains 79 56 48 62
 Rdg Imp of Lwst25% 72 53 50 57
 Mth Imp of Lwst25% 73 50 50 57

Classroom Teachers

of classroom teachers

78

receiving effective rating or higher

78, 100%

Highly Qualified Teachers

83%

certified in-field

75, 96%

ESOL endorsed

29, 37%

reading endorsed

5, 6%

with advanced degrees

36, 46%

National Board Certified

8, 10%

first-year teachers

0, 0%

with 1-5 years of experience

2, 3%

with 6-14 years of experience

48, 62%

with 15 or more years of experience

28, 36%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 100%

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

Through District sponsored job fairs, collegiate references, postings on the Human Resources home page and partnerships with local universities we will recruit highly qualified teachers who are certified-in-field and promote effective teaching practices. The latter is the responsibility of the School Principal. Retention of these teachers is promoted through job embedded opportunities for professional development.

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

New/beginning teachers are mentored with veteran teachers as indicated by the District's MINT program. Teachers new to the school site are paired up with a mentor teacher within the same Grade Level or Department. Some of the mentoring activities include that of Common Planning Sessions, classroom walk-throughs and curriculum guidance.

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 team meets monthly to engage in the analyzing of academic and behavioral data as to provide recommendations for the utilization of differentiated instruction and to consider student tier placement. This team reviews FAIR data and District interim assessment results and links it to instructional needs of the students. On-going Progress Monitoring data is reviewed to identify students who are below, meeting or exceeding expected levels of performance. Based on the information discussed during these meetings, the team identifies professional development resources. This team collaborates regularly in order to problem solve, share effective practices, evaluate implementation,

make informed decisions and practice new processes and skills for both Tier 2 and Tier 3 Academic/Behavior interventions. Team members conduct classroom observations of students and provide teachers with recommendations for immediate intensive intervention.

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

The MTSS Leadership Team is comprised of the following members who hold specific responsibilities as indicated.

Felicia K. Joseph, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Robert D. Hoel and Jacqueline Theriault, Assistant Principals: Participate in interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Gladys, Mecias (Pre-K-K), Meredith Chin-Sang (1st), Idella Hill (2nd), Katia Rodriguez-Santos (3rd), Elyse Waronker (4th), Doris Kuehnl (5th) Grade Level and Jennifer Wasielewski (LA), Alice Host (Math), Ronald Malone (Science), Geoffrey Aladro (Humanities), Ana Allmon (Electives), Department Chairs (Pre-K-8): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Diana Makhoul, Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through such activities as co-teaching.

Gina Terry, Reading Liaison, Damaris Gonzalez, Mathematics Liaison and Minerva Santerre, Science Liaison: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Raymone Jones, Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Alexandra Hasboun-Dupuy, Michael Viola and Tanisha Laidler, Counselors: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Terri Clark, School Psychologist – Conducts student evaluations, collects and reviews Tier 3 Data, conduct student observations, provide insight on cognitive and behavioral science

Stephen Gair, School Social Worker – Collects social history data for identified students and provides behavioral support as determined by the team.

Dawn Cassimire, Speech/Language Pathologist – Screen students for speech and language deficiencies, provide insight on speech and language practices, conduct student observations.

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

Identified MTSS Leadership Team members attend EESAC meetings and provide input and feedback to assist in the development of the SIP. The team monitors and adjusts data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needs to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures. Intervention is realigned as needed, and SIP strategies are revisited in order to reflect all current practices.

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

The following data sources are used to ensure appropriate interventions are utilized.

Academic Achievement Data – Tier 1

FCAT Reading and Mathematics Scores

Edusoft Reports - District Baseline Assessments

FCAT Writing Scores

STAR Reading

Academic Achievement Data – Tier 2

Edusoft Reports - District Interim Assessments (Fall-Winter)

PMRN Reports - Florida Assessment for Instruction in Reading (FAIR) AP 2 & 3

Successmaker Reports

Monthly Writing Assessment Scores

Voyager Reading Benchmark Assessments

Accelerated Reader Reports

Riverdeep

Behavior Management Data Tier 1

Student Case Management Referral Report

End of Year 2012 Suspensions/Expulsion Report

Attendance Report

Behavior Management Data Tier2

Positive Behavior Support (PBS) Logs

Functional Assessment of Behavior/Behavior Intervention Plan Anecdotal/Charts

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

Staff members of Frank C. Martin K-8 Center have been strongly encouraged to enroll in the online RtI course offered by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services (www.florida-rti.org). Follow up PLCs will be offered to all staff members during the 2013-2014 school year. Continued training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan.

Finally, the MTSS team will evaluate additional staff PD needs during monthly MTSS Leadership Team meetings.

- Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
- Alignment of policies and procedures across classroom, grade, building, district, and state levels.
- Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
- Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education

services or who otherwise would benefit from increases in student outcomes.

- Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
- Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
- Ongoing data-driven professional development activities that align to core student goals and staff needs.
- Communicating outcomes with stakeholders and celebrating success frequently.

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:** 8,000

Select students are offered intense remediation during the second semester of the school year through the afterschool tutorial/enrichment program. Identified students work in small group setting with highly qualified teachers to promote mastery of standards by grade level and subject area.

Participation in annual academic centered clubs offer select students enrichment activities. Students prepare for and participate in competitions in the areas of mathematics, science, geography and technology.

Bi-weekly professional development is provided for all faculty to ensure understanding of instructional practices and implications for improvement. Faculty members participate in best practices sessions, vertical and horizontal planning sessions and curriculum information sessions.

Strategy Purpose(s)

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

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

Data is collected and the team meets once a month to engage in the following activities: Use 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. Review universal screening data by gathering ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Who is responsible for monitoring implementation of this strategy?

The school administration is responsible for monitoring the implementation of this strategy.

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

Name	Title
Felicia K. Joseph	Principal
Robert D. Hoel	Assistant Principal
Jacqueline A. Theriault	Assistant Principal
Sheila Jackson	PYP Coordinator
Sharon Humphrey	MYP Coordinator
Gina Terry	Reading Liaison

Name	Title
Damaris Gonzalez	Math Liaison
Minerva Santerre	Science Liaison
Jennifer Wasielewski	Language Arts Dept. Chairperson
Alice Host	Mathematics Dept. Chairperson
Ronald Malone	Science Dept. Chairperson
Dian Adjamah	Media Specialist
Diana Makhoul	Special Education Teacher

How the school-based LLT functions

The Literacy Leadership Team meets monthly to solicit input from members as it pertains to their area of expertise. The group analyzes data from various assessments to determine opportunities for intervention or enrichment as they relate to Literacy. Throughout the school year, the group will monitor progress of student achievement and review which strategies are successful and which need adjustment. Finally, the LLT will assist in coordinating and promoting school wide Literacy activities that involve all stakeholders.

Major initiatives of the LLT

The major initiatives this year for the LLT will include adjusting the District Pacing Guides to the Next Generation Sunshine State Standards and the Core Curriculum Standards to ensure streamlined instructional practices. The LLT will identify instructional resources which align the required IB curriculum with Common Core standards. Additionally, the LLT will develop and implement an updated school wide writing plan. The LLT will continue to monitor intervention groups and adjust curriculum as needed.

Every Teacher Contributes to Reading Instruction

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

Through vertical and horizontal planning sessions, teachers collaborate to insure cross-curricular lessons. Content area teachers are trained in the implementation of reading strategies through the use of non-fiction reading materials. Common language is utilized across departments to ensure that students are able to make cross-curricular connections while implementing reading processes.

Strategies may include 1. Comprehension strategies: Instruction and supporting practice that improves the use of effective reading strategies before, during, and after reading. 2. Discussion: Opportunities for deeper, more sustained discussion of content from text. Extended discussions of text can be facilitated by the teacher, or can occur as structured discussions among students in cooperative learning groups. 3. High standards: Setting and maintaining high standards for the level of text, conversation, questions, and vocabulary reflected in discussions and in reading and writing assignments. 4. Reading writing connection: Strengthening the reading-writing connection to improve student opportunities to reflect on the meaning of text and receive feedback on their reflections. 5. Motivation and engagement: Creating more engaging and motivating classrooms, and interacting with students in a way that promotes internal motivation for reading. 6. Content learning: Teachers will use instructional methods, such as graphic organizers or concept comparison routines that deepen understanding and show students better ways of learning new content on their own. Vocabulary development will be embedded in the content across the curriculum in all classes.

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

Some of the strategies employed to assist the pre-school and Head Start children from neighboring Early Childhood centers in transitioning to our K-8 Center include allowing the staff and students from outside prekindergarten programs visit our campus to observe kindergarten classrooms. Kindergarten meetings are held to review registration procedures, attendance policy and skills used in kindergarten. Parents and younger siblings have the opportunity to visit a kindergarten classroom and receive information regarding the kindergarten curriculum, expectations and the Florida Readiness Screener (FLKRS). A spring parent meeting is conducted by kindergarten and prekindergarten teachers. Parents are given the opportunity to ask questions and address concerns regarding the upcoming school year. Finally, Pre-K and Kindergarten Teachers attend all curriculum trainings and professional development sessions in order to guide the articulation process and ensure the teaching of foundational skills.

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

Frank C. Martin K-8 Center offers magnet and elective courses to foster an awareness of post-secondary career opportunities in a global multi-cultural society.

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

Frank C. Martin K-8 Center promotes career awareness by offering selected courses, career day, guest speakers, student service advisement, and yearly articulation opportunities through our student services department.

Strategies for improving student readiness for the public postsecondary level

Frank C. Martin K-8 Center offers a variety of high school courses to prepare students for post-secondary education.

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	86%	87%	Yes	87%
American Indian				
Asian	95%	96%	Yes	96%
Black/African American	80%	83%	Yes	82%
Hispanic	91%	91%	Yes	92%
White	98%	92%	No	98%
English language learners	93%	78%	No	93%
Students with disabilities	67%	67%	Yes	70%
Economically disadvantaged	78%	83%	Yes	81%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	233	30%	31%
Students scoring at or above Achievement Level 4	448	57%	57%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		79%	81%
Students in lowest 25% making learning gains (FCAT 2.0)		87%	88%

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)	46	76%	77%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	67%	68%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	71%	72%

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	168	65%	69%
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	86%	80%	No	87%
American Indian				
Asian	98%	92%	No	99%
Black/African American	82%	76%	No	84%
Hispanic	88%	86%	No	90%
White	98%	88%	No	99%
English language learners	85%	83%	No	87%
Students with disabilities	46%	61%	Yes	51%
Economically disadvantaged	84%	77%	No	86%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	243	38%	40%
Students scoring at or above Achievement Level 4	262	40%	41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	69%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		90%	91%
Middle school performance on high school EOC and industry certifications		98%	98%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	43%	44%
Students scoring at or above Achievement Level 4	45	46%	47%

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>		5%
Students scoring at or above Achievement Level 4	38	95%	95%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	35%	36%
Students scoring at or above Achievement Level 4	62	50%	50%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	43%	45%
Students scoring at or above Achievement Level 4	23	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			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	52%	52%
Students scoring at or above Achievement Level 4	24	43%	43%

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)	8		9
Participation in STEM-related experiences provided for students	570	50%	51%

Area 6: Career and Technical Education (CTE)

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

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

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	26	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	6	1%	1%
Students who are not proficient in reading by third grade	24	17%	15%
Students who receive two or more behavior referrals	26	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	26	2%	1%
Students who fail a mathematics course	8	2%	1%
Students who fail an English Language Arts course	5	1%	1%
Students who fail two or more courses in any subject	3	1%	1%
Students who receive two or more behavior referrals	26	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	5	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Parent participation may be increased by providing alternate times of the day for parents to become involved. Additionally, parent notification of events should be increased to allow for maximum participation. Continued improvement in parental involvement will be increased through:

Update of student/parent contact information in the school and PTA database

Provide updated school-wide calendar of events in a timely manner

Increase the use of technology output notifications to include email, phone messages, Facebook publications, one-way text and website updates.

Provide opportunities for parental involvement during various times of the day.

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

Formative Assessment – Increased parent participation in school-wide events.

Summative Assessment – Review parent sign-in sheets/logs to determine the number of parent participants at school and community events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	601	53%	54%
Curriculum Night	426	37%	38%

Goals Summary

- G1.** Maintain the percentage of students scoring at Level 3 or above on FCAT 2.0 Reading assessments at 87 percent as indicated by the 2014 FCAT 2.0 Reading administration.
- G2.** Increase the percent of students scoring at or above 3.5 on the 2014 FCAT 2.0 Writing Test from 65 percent to 69 percent as demonstrated on the 2014 FCAT 2.0 Writing Test administration.
- G3.** Increase the percentage of students scoring at or above Level 3 on the FCAT 2.0 Mathematics assessments from 80 percent to 87 percent as indicated by the 2014 FCAT 2.0 Mathematics Administration.
- G4.** Increase the percent of student participation and proficiency performance in Algebra, Geometry, and Biology courses.
- G5.** Increase the percentage of students scoring at or above Level 3 on the Algebra I EOC examination from 43 percent to 44 percent as indicated on the 2014 EOC Algebra I Exam administration.
- G6.** Maintain the percentage of students (95%) scoring at or above Level 3 on the 2014 EOC Geometry Exam as indicated on the 2014 EOC Geometry Examination administration.
- G7.** Increase the percent of students scoring at or above Level 3 on the 2014 FCAT 2.0 5th Grade Science test by 1 percent from 85 percent to 86 percent as demonstrated on the 2014 FCAT 2.0 5th Grade Science administration.
- G8.** Increase the percent of students scoring at or above Level 3 on the 2014 FCAT 2.0 8th Grade Science Test by 3 percent from 74 percent to 77 percent as demonstrated on the 2014 FCAT 2.0 8th Grade Science administration.
- G9.** Maintain the percent of students scoring at Level 3 or above on EOC Biology I Exam at 95 percent as indicated by the 2014 EOC Biology I Exam administration.
- G10.** Increase the number of students participating in PBL (Project Based Learning) in STEM. at Frank C. Martin K-8 Center.
- G11.** Increase the integration of Common Core Reading Standards for Literacy in Science and Technical Subjects into Career and Technical Education content area curriculum.
- G12.** Enhance student achievement on the 2014 EOC Civics Exam by increasing the use of Common Core State Standards in content area instruction.
- G13.** Monitor the Early Warning Systems to increase student attendance, decrease the number of students retained and who are non-proficient readers in third grade, and the number of students receiving two or more behavioral referrals leading to suspension.

- G14.** Monitor the Early Warning Systems to increase student attendance, decrease the number of students failing middle school courses, and the number of students receiving one or more behavioral referrals including those leading to suspension.
- G15.** Maintain Parental Involvement at 92% participation in at least one school function for the 2013-2014 school year.

Goals Detail

G1. Maintain the percentage of students scoring at Level 3 or above on FCAT 2.0 Reading assessments at 87 percent as indicated by the 2014 FCAT 2.0 Reading administration.

Targets Supported

Resources Available to Support the Goal

- SuccessMaker
- Common Core Standards/Pacing Guides
- Tutoring/Intervention
- District Interim Assessments

Targeted Barriers to Achieving the Goal

- Students in the White subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2 LA.3-5.1.7.5 Identifying text structure and explaining how it impacts meaning in text.(RI.3.8 & RI.3.3)
- The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited command of the English language.
- Thirty percent of students performed at Level 3 on the 2013 Reading FCAT show a deficiency in Reporting Category 3: Literature Analysis-Fiction/Nonfiction.
- Fifty-seven percent of students performed at or above Level 4 on the 2013 Reading FCAT show a deficiency in Reporting Category 3: Literature Analysis-Fiction/Nonfiction.
- Seventy-nine percent of all students demonstrated learning gains on the 2013 Reading FCAT marked by a deficiency in Reporting Category 3: Literature Analysis-Fiction/Nonfiction.
- Eighty-seven percent of students within the lowest 25% demonstrated learning gains on the 2013 Reading FCAT with noted deficiency in Category 2: Reading Application.
- Seventy-eight percent of English Language Learner students scored proficient in listening and speaking as indicated by the 2013 CELLA administration.
- Sixty-seven percent of English Language Learner students scored proficient in Reading as indicated by the 2013 CELLA administration.
- Seventy-one percent of English Language Learner students scored proficient in Writing as indicated by the 2013 CELLA administration.

Plan to Monitor Progress Toward the Goal

Review of District Interim Reading Assessments, Monthly Writing Samples and 2014 CELLA and Reading FCAT Data.

Person or Persons Responsible

Literacy Leadership Team MTSS/RtI team Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increase in the percent of students scoring proficient on the 2014 Spring CELLA administration

G2. Increase the percent of students scoring at or above 3.5 on the 2014 FCAT 2.0 Writing Test from 65 percent to 69 percent as demonstrated on the 2014 FCAT 2.0 Writing Test administration.

Targets Supported

- Writing

Resources Available to Support the Goal

- Sample Monthly Writing Prompts
- District Wide Pacing Guides

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT 2.0 Writing 4th Grade indicates that students require additional support with writing narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events with only 65 percent of students demonstrating proficiency. Students experienced difficulty in writing narrative accounts with an engaging plot and a rant of appropriate and specific narrative actions.
- The area of deficiency as noted on the 2013 FCAT 2.0 Writing 8th Grade administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments. Sixty-five percent of students demonstrated proficiency on the 2013 administration.

Plan to Monitor Progress Toward the Goal

Review of Monthly Writing Samples and 2014 FCAT 2.0 Writing.

Person or Persons Responsible

Administration, Literacy Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Improvement on Monthly Writing Samples Increase in level 3.5 or above on the 2014 FCAT 2.0 Writing

G3. Increase the percentage of students scoring at or above Level 3 on the FCAT 2.0 Mathematics assessments from 80 percent to 87 percent as indicated by the 2014 FCAT 2.0 Mathematics Administration.

Targets Supported

Resources Available to Support the Goal

- Mathematics Manipulatives
- FCAT Explorer
- Florida Achieves
- District Interim Assessments

Targeted Barriers to Achieving the Goal

- Students in the Asian and White subgroups' 2013 FCAT 2.0 Mathematics Performance data indicate that there is a deficiency in Reporting Category Geometry and Measurement. Ninety-two percent of Asian students and 88 percent of white students demonstrated proficiency.
- Students in the Black, Hispanic and ELL (English Language Learner) and ED (Economically Disadvantaged) subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category Number: Base 10 and Fractions. Seventy-six percent of Black, 86 percent of Hispanic and 83 percent of ELL students demonstrated proficiency.
- Thirty-eight percent of students scored at Level 3 on the 2013 Mathematics FCAT 2.0 demonstrating a deficiency in Reporting Category Geometry and Measurement.
- Forty percent of students scored at Level 4 or higher on the 2013 Mathematics FCAT 2.0 demonstrating a deficiency in Reporting Category Geometry and Measurement.
- Seventy-four percent of all students demonstrated learning gains on the 2013 Mathematics FCAT 2.0 administration as compared to the 2012 administration, noting a deficiency in Reporting Category Base Ten Fractions.
- Sixty-five percent of students scoring within the lowest 25% demonstrated learning gains on the 2013 Mathematics FCAT 2.0 administration as compared to the 2012 administration, noting a deficiency in Reporting Category Base Ten Fractions.

Plan to Monitor Progress Toward the Goal

Review of teacher made assessment scores, District-wide Interim assessments and 2014 FCAT 2.0 Mathematics results.

Person or Persons Responsible

Administration, Rtl/MTSS Team, Mathematics Teachers, Mathematics Liaison

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increase in percent of proficiency on Assessment Data/Reports and Improvement on 2014 FCAT 2.0 Mathematics

G4. Increase the percent of student participation and proficiency performance in Algebra, Geometry, and Biology courses.

Targets Supported

- Math (Middle School Acceleration)

Resources Available to Support the Goal

- Common Core Standards
- District-wide Pacing Guide
- FCAT Explorer
- Florida Achieves

Targeted Barriers to Achieving the Goal

- Ninety percent of all students who were enrolled in Acceleration courses were administered a 2013 EOC exam.
- Ninety-eight percent of all students who were administered a 2013 EOC exam performed at Level 3 or higher.

Plan to Monitor Progress Toward the Goal

Review of the 2014 EOC Results

Person or Persons Responsible

Literacy Leadership Team, Administration, Student Services Department, Science and Math Department Chairperson

Target Dates or Schedule:

Monthly

Evidence of Completion:

Maintenance or increase in percent of students participating and scoring proficient on the 2014 EOC Exams.

G5. Increase the percentage of students scoring at or above Level 3 on the Algebra I EOC examination from 43 percent to 44 percent as indicated on the 2014 EOC Algebra I Exam administration.

Targets Supported

- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal

- NGSS
- Common Core Standards
- District-wide Pacing Guides

Targeted Barriers to Achieving the Goal

- Forty-three percent of tested students demonstrated proficiency on the Algebra I EOC. The results of the 2013 Algebra I EOC indicate that students had difficulty with the Reporting Category: Polynomials.

Plan to Monitor Progress Toward the Goal

Review of Interim Assessment Data/Reports, Mathematics Grade Report, and 2014 EOC Algebra I Results

Person or Persons Responsible

Student Services Department Math Department Chairperson/Teachers Administration LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in percent of students scoring proficient on the 2014 EOC Algebra I Exam.

G6. Maintain the percentage of students (95%) scoring at or above Level 3 on the 2014 EOC Geometry Exam as indicated on the 2014 EOC Geometry Examination administration.

Targets Supported

- Math ()
- Geometry EOC

Resources Available to Support the Goal

- Common Core Standards
- Pacing Guides
- NGSS

Targeted Barriers to Achieving the Goal

- Ninety-five percent of the students assessed demonstrated proficiency on the 2013 Geometry EOC. The results of the 2013 Geometry EOC indicate that students had difficulty with the Reporting Category: Trigonometry and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Interim Assessment Data/Reports Mathematics Grade Report 2014 EOC Geometry Results

Person or Persons Responsible

Literacy Leadership Team Administration Student Services Department Math Department Chairperson

Target Dates or Schedule:

Monthly

Evidence of Completion:

Maintenance in percent proficient on the 2014 EOC Geometry I Exam.

G7. Increase the percent of students scoring at or above Level 3 on the 2014 FCAT 2.0 5th Grade Science test by 1 percent from 85 percent to 86 percent as demonstrated on the 2014 FCAT 2.0 5th Grade Science administration.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Gizmos
- FCAT Explorer
- Science District Pacing Guides
- Common Core Standards
- NGSS

Targeted Barriers to Achieving the Goal

- As noted on the 2013 FCAT 2.0 5th Grade Science 85 percent of students demonstrated proficiency. Students had the most difficulty with the Life Science Category.

Plan to Monitor Progress Toward the Goal

Review of Interim Assessment Data, student Science Grades and 2014 FCAT 2.0 Science Results.

Person or Persons Responsible

Literacy Leadership Team Science Liaison Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Improved Science Interim Data, Improved 2014 FCAT 2.0 Science Results

G8. Increase the percent of students scoring at or above Level 3 on the 2014 FCAT 2.0 8th Grade Science Test by 3 percent from 74 percent to 77 percent as demonstrated on the 2014 FCAT 2.0 8th Grade Science administration.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Gizmos
- FCAT Explorer
- Science District Pacing Guides
- NGSS
- Common Core Standards

Targeted Barriers to Achieving the Goal

- Seventy-four percent of students tested demonstrated proficiency on the 2013 FCAT 2.0 8th Grade Science Test. As noted on the 2013 FCAT 2.0 8th Grade Science, students had the most difficulty with the Life Science Category.

Plan to Monitor Progress Toward the Goal

Interim Assessment Data Science Grade Teacher Generated Assessments 2014 FCAT 2.0 Science Results Classroom Walkthroughs

Person or Persons Responsible

Literacy Leadership Team Science Department Chairperson Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Improved Science Interim Data Improved 2014 FCAT 2.0 Science Results

G9. Maintain the percent of students scoring at Level 3 or above on EOC Biology I Exam at 95 percent as indicated by the 2014 EOC Biology I Exam administration.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- GIZMOS
- Science District Pacing Guides
- NGSS
- Common Core Standards

Targeted Barriers to Achieving the Goal

- Ninety-five percent of students assessed demonstrated proficiency on the 2013 Biology I EOC. As noted on the 2013 Biology I End-of-Course Assessment, students had the most difficulty in the Molecular and Cellular Biology Category.

Plan to Monitor Progress Toward the Goal

Interim Assessment Data Science Grade Teacher Generated Assessments 2014 EOC Biology I Results Classroom Walkthroughs

Person or Persons Responsible

Literacy Leadership Team Science Department Chairperson Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Improved Science Interim Data Improved 2014 EOC Biology I Results

G10. Increase the number of students participating in PBL (Project Based Learning) in STEM. at Frank C. Martin K-8 Center.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- GIZMOS
- Discovery Education
- Fairchild Challenge

Targeted Barriers to Achieving the Goal

- The school provides limited opportunities for students to become involved in PBL in STEM areas of instruction.

Plan to Monitor Progress Toward the Goal

Review of teacher lesson plans and opportunities provided for hands-on instruction and ensure the accessibility to competition calendar and resource information.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increased participation in STEM competition and activities

G11. Increase the integration of Common Core Reading Standards for Literacy in Science and Technical Subjects into Career and Technical Education content area curriculum.

Targets Supported

- CTE

Resources Available to Support the Goal

- Common Core Standards
- NGSS

Targeted Barriers to Achieving the Goal

- Currently there is minimal incorporation of Common Core State Standards (CCSS) Reading Standards for Literacy in Science and Technical Subjects.

Plan to Monitor Progress Toward the Goal

Review of Professional Development Calendar and confirmation of course completion for teachers. Classroom Walkthroughs to monitor teacher lesson plans and activities to include CCSS strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increase in the participation of CCSS Training and improved CCSS implementation of strategies during class instruction.

G12. Enhance student achievement on the 2014 EOC Civics Exam by increasing the use of Common Core State Standards in content area instruction.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- Professional Development District Calendar
- Common Core Standards Website
- Common Core Standards Objectives in Reading Language Arts in the Content Areas

Targeted Barriers to Achieving the Goal

- Limited incorporation and implementation of Common Core State Standards within Civics course of study.

Plan to Monitor Progress Toward the Goal

Review of Interim Assessment Data, Civics Grades, Teacher Generated Assessments and 2014 Civics EOC

Person or Persons Responsible

Literacy Leadership Team Humanities Department Chairperson Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Improved Civics Interim Data 2014 EOC Civics Results Teacher implementation of CCSS in daily instruction.

G13. Monitor the Early Warning Systems to increase student attendance, decrease the number of students retained and who are non-proficient readers in third grade, and the number of students receiving two or more behavioral referrals leading to suspension.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Grade Verification Report
- Attendance 10 or More Absences Report
- SCM Referral Report

Targeted Barriers to Achieving the Goal

- Two percent of students miss 10% or more of instruction al time.
- One percent of students are retained in grades Kindergarten through Fifth Grade.
- Seventeen percent of students are not proficient in reading by grade 3.

Plan to Monitor Progress Toward the Goal

Monitor attendance, academic and behavioral referral records

Person or Persons Responsible

Rtl/MTSS Team Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Records indicating reduction in the percent of students identified by Early Warning Systems.

G14. Monitor the Early Warning Systems to increase student attendance, decrease the number of students failing middle school courses, and the number of students receiving one or more behavioral referrals including those leading to suspension.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Grade Verification Reports
- Attendance 10 or more Absences Report
- SCM Referral Report

Targeted Barriers to Achieving the Goal

- Two percent of students miss 10 percent or more of available instructional time which has been attributed to student chronic illness.
- Student failing courses in the following subject areas: 2% in Mathematics, 1% in Language Arts and 1% failing two or more courses in any subject.
- Two percent of students receive two or more behavioral referrals.

Plan to Monitor Progress Toward the Goal

Monitor attendance, academic and behavioral referral records

Person or Persons Responsible

Rtl/MTSS Team Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Records indicating reduction in the percent of students identified by Early Warning Systems.

G15. Maintain Parental Involvement at 92% participation in at least one school function for the 2013-2014 school year.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- PTA Email Tree
- Connect Ed Program
- School Newsletter
- School Website
- Monthly Calendar

Targeted Barriers to Achieving the Goal

- Parents have limited knowledge and understanding of the various functions that occur at Frank C. Martin and how they can become involved at the school.

Plan to Monitor Progress Toward the Goal

Quarterly review of parent signature logs reflective of parental involvement activities.

Person or Persons Responsible

Administration PTA EESAC Committee Members

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Agenda Meeting Item indicating review of Logs and parent participation.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Maintain the percentage of students scoring at Level 3 or above on FCAT 2.0 Reading assessments at 87 percent as indicated by the 2014 FCAT 2.0 Reading administration.

G1.B1 Students in the White subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2 LA.3-5.1.7.5 Identifying text structure and explaining how it impacts meaning in text.(RI.3.8 & RI.3.3)

G1.B1.S1 Provide students increased opportunities to determine explicit ideas and information in grade level text, to include, main idea, supporting details, and implied messages.

Action Step 1

Read grade level appropriate text that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

Person or Persons Responsible

Teacher Administration Reading Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of Teacher lesson plans during walk -throughs

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

Review student data following state, district and teacher created assessments.

Person or Persons Responsible

Administration LLT Team RtI/MTSS Team Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk-through log and lesson plan review.

Plan to Monitor Effectiveness of G1.B1.S1

Review student data following state, district and teacher created assessments

Person or Persons Responsible

Administration LLT Team RtI/MTSS Team Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in student proficiency as indicated on the state, district and teacher created assessments.

G1.B2 The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited command of the English language.

G1.B2.S1 Increase student opportunity to participate in a variety of activities working with sets of words that are semantically related.

Action Step 1

Provide practice in determining meaning of general advanced and domain specific words and phrases in a text relevant to a topic on subject area.

Person or Persons Responsible

LLT Team, Reading Liaison, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of teacher lesson plans and classroom walk-through

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

Review of teacher lesson plans and observations during classroom walkthroughs.

Person or Persons Responsible

Literacy Leadership Team MTSS/RtI team

Target Dates or Schedule

Ongoing

Evidence of Completion

Incorporation of strategy with in lesson plan and observation of student use during observation.

Plan to Monitor Effectiveness of G1.B2.S1

Conduct regular classroom walk-through to ensure the routine implementation of strategy.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans and classroom walkthroughs.

G1.B3 Thirty percent of students performed at Level 3 on the 2013 Reading FCAT show a deficiency in Reporting Category 3: Literature Analysis-Fiction/Nonfiction.

G1.B3.S1 Increase student opportunity to identify and explain the purpose of text features

Action Step 1

Identify and increase the use of a variety of texts to teacher students to identify and interpret structure within and across texts.

Person or Persons Responsible

Teachers Reading Liaison Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of teacher lesson plans and classroom walk-through

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

Conduct regular classroom walk-through to ensure the routine implementation of strategy.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk-through log and lesson plan review.

Plan to Monitor Effectiveness of G1.B3.S1

Review student data following state, district and teacher created assessments.

Person or Persons Responsible

Administration LLT Team RtI/MTSS Team Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in student proficiency as indicated on the state, district and teacher created assessments.

G1.B4 Fifty-seven percent of students performed at or above Level 4 on the 2013 Reading FCAT show a deficiency in Reporting Category 3: Literature Analysis-Fiction/Nonfiction.

G1.B4.S1 Increase student opportunity to identify and explain the purpose of text features.

Action Step 1

Identify and increase the use of a variety of texts to teacher students to identify and interpret structure within and across texts.

Person or Persons Responsible

Teachers Reading Liaison Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of teacher lesson plans and classroom walk-through

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

Conduct regular classroom walk-through to ensure the routine implementation of strategy.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk-through log and lesson plan review.

Plan to Monitor Effectiveness of G1.B4.S1

Review student data following state, district and teacher created assessments.

Person or Persons Responsible

Administration RTI/MTSS Teacher LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in student proficiency as indicated on the state, district and teacher created assessments.

G1.B5 Seventy-nine percent of all students demonstrated learning gains on the 2013 Reading FCAT marked by a deficiency in Reporting Category 3: Literature Analysis-Fiction/Nonfiction.

G1.B5.S1 Increase student opportunity to identify and explain the purpose of text features.

Action Step 1

Identify and increase the use of a variety of texts to teacher students to identify and interpret structure within and across texts.

Person or Persons Responsible

Teachers Reading Liaison Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of teacher lesson plans and classroom walk-through

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

Conduct regular classroom walk-through to ensure the routine implementation of strategy

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk-through log and lesson plan review.

Plan to Monitor Effectiveness of G1.B5.S1

Review student data following state, district and teacher created assessments.

Person or Persons Responsible

Administration RTI/MTSS Teacher LLT Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in student proficiency as indicated on the state, district and teacher created assessments.

G1.B6 Eighty-seven percent of students within the lowest 25% demonstrated learning gains on the 2013 Reading FCAT with noted deficiency in Category 2: Reading Application.

G1.B6.S1 Provide students increased opportunities to determine explicit ideas and information in grade level text, to include, main idea, supporting details, and implied messages.

Action Step 1

Read grade level appropriate text that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

Person or Persons Responsible

Teacher Administration Reading Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of teacher lesson plans and observation during classroom walk-through.

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

Conduct regular classroom walk-through to ensure the routine implementation of strategy.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk-through log and lesson plan review.

Plan to Monitor Effectiveness of G1.B6.S1

Review student data following state, district and teacher created assessments.

Person or Persons Responsible

Administration LLT Team RtI/MTSS Team Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in student proficiency as indicated on the state, district and teacher created assessments.

G1.B7 Seventy-eight percent of English Language Learner students scored proficient in listening and speaking as indicated by the 2013 CELLA administration.

G1.B7.S1 Increase student opportunity to produce language in response to first-hand, multi-sensorial experience to increase development of listening and speaking skills with the English Language.

Action Step 1

Utilize expansion, paraphrasing and repetition during instruction to improve listening and speaking abilities in ELL Students.

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation during classroom walk-through.

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

Review of teacher lesson plans to ensure the incorporation of ELL strategies during targeted instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Teacher lesson plan

Plan to Monitor Effectiveness of G1.B7.S1

Review of student data following the 2014 CELLA Listening and Speaking Administration

Person or Persons Responsible

Teacher Administration LLT Team

Target Dates or Schedule

Spring 2014

Evidence of Completion

Improved results on the 2014 CELLA Listening and Speaking Administration

G1.B8 Sixty-seven percent of English Language Learner students scored proficient in Reading as indicated by the 2013 CELLA administration.

G1.B8.S1 Increase differentiated instruction to increase student proficiency in Reading.

Action Step 1

Identify students in needs of remediation to provide assistance through small teacher led center.

Person or Persons Responsible

Teacher Rtl/MTSS Team Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Desegregated student data and fluid teacher led center groups.

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

Action to be observed during regular classroom walk-through and through DATA chat meetings.

Person or Persons Responsible

Administration Reading Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk-through observations, DATA chat meeting minutes and increase in student Reading proficiency as evidenced on District Interim Assessments.

Plan to Monitor Effectiveness of G1.B8.S1

Review of student data following District Interim Assessments.

Person or Persons Responsible

Administration RtI/MTSS Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in the percent of students making adequate progress on the District-Interim Assessments.

G1.B9 Seventy-one percent of English Language Learner students scored proficient in Writing as indicated by the 2013 CELLA administration.

G1.B9.S1 Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Action Step 1

Incorporate Student Writers Workshop resource notebook of writing tools, to include graphic organizers, useful vocabulary, grammar hints, etc. into daily instructional routine.

Person or Persons Responsible

Language Arts Teachers Administration Reading Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Student utilization of Student Writer Notebook observed during classroom walk-throughs.

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

Review teacher lesson plans to ensure incorporation of regular routine writing experiences and the use of the Student Writers Workshop Notebook.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative observation during classroom walk-through.

Plan to Monitor Effectiveness of G1.B9.S1

Review of student monthly writing samples.

Person or Persons Responsible

Language Arts Teachers Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in student writing as evidenced by monthly writing prompts.

G2. Increase the percent of students scoring at or above 3.5 on the 2014 FCAT 2.0 Writing Test from 65 percent to 69 percent as demonstrated on the 2014 FCAT 2.0 Writing Test administration.

G2.B1 Students' performance data from the 2013 FCAT 2.0 Writing 4th Grade indicates that students require additional support with writing narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events with only 65 percent of students demonstrating proficiency. Students experienced difficulty in writing narrative accounts with an engaging plot and a rant of appropriate and specific narrative actions.

G2.B1.S1 Students will use graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solution and ending. Additionally, students will use transitional words and phrases which moves characters and story through time

Action Step 1

Incorporate Student Writers Workshop resource notebook of graphic organizer into daily instructional routine

Person or Persons Responsible

Language Arts teacher, Administration, Reading Liason

Target Dates or Schedule

Ongoing

Evidence of Completion

Student utilization of Student Writer Workbook observed during student walk through

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

Review of teacher lesson plan to ensure incorporation of Student Writers Workshop notebook.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative observation through classroom walk through

Plan to Monitor Effectiveness of G2.B1.S1

Review of student monthly writing samples

Person or Persons Responsible

Language arts teacher, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement on student writing as evidence by monthly writing prompts.

G2.B2 The area of deficiency as noted on the 2013 FCAT 2.0 Writing 8th Grade administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments. Sixty-five percent of students demonstrated proficiency on the 2013 administration.

G2.B2.S1 Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Action Step 1

Incorporate Student Writers Workshop resource notebook of graphic organizer into daily instructional routine

Person or Persons Responsible

Literacy Leadership Team, Reading Liason, Language Arts Teacher, Administration,

Target Dates or Schedule

Ongoing

Evidence of Completion

Student utilization of Student Writer Workbook observed during student walk through

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

Review of teacher lesson plan to ensure incorporation of Student Writers Workshop notebook.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative observation through classroom walk through.

Plan to Monitor Effectiveness of G2.B2.S1

Review of student monthly writing samples

Person or Persons Responsible

Language arts teacher Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement on student writing as evidence by monthly writing prompts.

G3. Increase the percentage of students scoring at or above Level 3 on the FCAT 2.0 Mathematics assessments from 80 percent to 87 percent as indicated by the 2014 FCAT 2.0 Mathematics Administration.

G3.B1 Students in the Asian and White subgroups' 2013 FCAT 2.0 Mathematics Performance data indicate that there is a deficiency in Reporting Category Geometry and Measurement. Ninety-two percent of Asian students and 88 percent of white students demonstrated proficiency.

G3.B1.S1 Students will participate in enrichment activities through project based and real world application of Geometry and measurement.

Action Step 1

Provide authentic hands-on mathematics opportunities for students in the areas of Geometry and Measurement during daily scheduled enrichment time.

Person or Persons Responsible

Mathematics Liaison, Mathematics Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidenced by walk-through observations and review of teacher lesson plans.

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

Conduct regular classroom walk-through during enrichment time to identify student participation and review of teacher lesson plans.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Maintain classroom walk-through log indicating dates and times of classroom visits.

Plan to Monitor Effectiveness of G3.B1.S1

Review of teacher made assessment scores, District-wide Interim assessments and 2014 FCAT Mathematics results.

Person or Persons Responsible

Administration, RtI/MTSS Team, Mathematics Teachers, Mathematics Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting agendas and minutes indicating regular, timely review of student data.

G3.B2 Students in the Black, Hispanic and ELL (English Language Learner) and ED (Economically Disadvantaged) subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category Number: Base 10 and Fractions. Seventy-six percent of Black, 86 percent of Hispanic and 83 percent of ELL students demonstrated proficiency.

G3.B2.S1 During differentiated instruction, students will be provided opportunities to compare and order fractions, mixed numbers, and decimals in the same or different forms, additionally students will generate equivalent fractions or simplify fractions to lowest terms.

Action Step 1

Provide authentic hands-on mathematics opportunities for students in the areas of Base 10 and Fractions during regularly scheduled differentiated instruction time to compare fractions using manipulatives and real world concepts.

Person or Persons Responsible

Mathematics Liaison, Mathematics Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidenced by walk-through observations and review of teacher lesson plans.

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

Conduct regular classroom walk-through during enrichment time to identify student participation and review of teacher lesson plans.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Maintain classroom walk-through log indicating dates and times of classroom visits.

Plan to Monitor Effectiveness of G3.B2.S1

Review of teacher made assessment scores, District-wide Interim assessments and 2014 FCAT Mathematics results.

Person or Persons Responsible

Administration, RtI/MTSS Team, Mathematics Teachers, Mathematics Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting agendas and minutes indicating regular, timely review of student data.

G3.B3 Thirty-eight percent of students scored at Level 3 on the 2013 Mathematics FCAT 2.0 demonstrating a deficiency in Reporting Category Geometry and Measurement.

G3.B3.S1 Students will participate in enrichment activities through project based and real world application of Geometry and measurement.

Action Step 1

Provide authentic hands-on mathematics opportunities for students in the areas of Geometry and Measurement during daily scheduled enrichment time.

Person or Persons Responsible

Mathematics Liaison, Mathematics Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidenced by walk-through observations and review of teacher lesson plans.

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

Conduct regular classroom walk-through during enrichment time to identify student participation and review of teacher lesson plans.

Person or Persons Responsible

Mathematics Liaison, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Maintain classroom walk-through log indicating dates and times of classroom visits.

Plan to Monitor Effectiveness of G3.B3.S1

Review of teacher made assessment scores, District-wide Interim assessments and 2014 FCAT Mathematics results.

Person or Persons Responsible

Administration, RtI/MTSS Team, Mathematics Teachers, Mathematics Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting agendas and minutes indicating regular, timely review of student data.

G3.B4 Forty percent of students scored at Level 4 or higher on the 2013 Mathematics FCAT 2.0 demonstrating a deficiency in Reporting Category Geometry and Measurement.

G3.B4.S1 Students will participate in enrichment activities through project based and real world application of Geometry and measurement.

Action Step 1

Provide authentic hands-on mathematics opportunities for students in the areas of Geometry and Measurement during daily scheduled enrichment time.

Person or Persons Responsible

Mathematics Liaison, Mathematics Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidenced by walk-through observations and review of teacher lesson plans.

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

Conduct regular classroom walk-through during enrichment time to identify student participation and review of teacher lesson plans.

Person or Persons Responsible

Mathematics Liaison, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Maintain classroom walk-through log indicating dates and times of classroom visits.

Plan to Monitor Effectiveness of G3.B4.S1

Review of teacher made assessment scores, District-wide Interim assessments and 2014 FCAT Mathematics results.

Person or Persons Responsible

Administration, RtI/MTSS Team, Mathematics Teachers, Mathematics Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting agendas and minutes indicating regular, timely review of student data.

G3.B5 Seventy-four percent of all students demonstrated learning gains on the 2013 Mathematics FCAT 2.0 administration as compared to the 2012 administration, noting a deficiency in Reporting Category Base Ten Fractions.

G3.B5.S1 During differentiated instruction, students will be provided opportunities to compare and order fractions, mixed numbers, and decimals in the same or different forms, additionally students will generate equivalent fractions or simplify fractions to lowest terms.

Action Step 1

Provide authentic hands-on mathematics opportunities for students in the areas of Base 10 and Fractions during regularly scheduled differentiated instruction time to compare fractions using manipulatives and real world concepts.

Person or Persons Responsible

Mathematics Liaison, Mathematics Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidenced by walk-through observations and review of teacher lesson plans.

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

Conduct regular classroom walk-through during enrichment time to identify student participation and review of teacher lesson plans.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Maintain classroom walk-through log indicating dates and times of classroom visits.

Plan to Monitor Effectiveness of G3.B5.S1

Review of teacher made assessment scores, District-wide Interim assessments and 2014 FCAT Mathematics results.

Person or Persons Responsible

Administration, Rtl/MTSS Team, Mathematics Teachers, Mathematics Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting agendas and minutes indicating regular, timely review of student data.

G3.B6 Sixty-five percent of students scoring within the lowest 25% demonstrated learning gains on the 2013 Mathematics FCAT 2.0 administration as compared to the 2012 administration, noting a deficiency in Reporting Category Base Ten Fractions.

G3.B6.S1 During differentiated instruction, students will be provided opportunities to compare and order fractions, mixed numbers, and decimals in the same or different forms, additionally students will generate equivalent fractions or simplify fractions to lowest terms.

Action Step 1

Provide authentic hands-on mathematics opportunities for students in the areas of Base 10 and Fractions during regularly scheduled differentiated instruction time to compare fractions using manipulatives and real world concepts.

Person or Persons Responsible

Mathematics Liaison, Mathematics Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidenced by walk-through observations and review of teacher lesson plans.

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

Conduct regular classroom walk-through during enrichment time to identify student participation and review of teacher lesson plans.

Person or Persons Responsible

Mathematics Liaison, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Maintain classroom walk-through log indicating dates and times of classroom visits.

Plan to Monitor Effectiveness of G3.B6.S1

Review of teacher made assessment scores, District-wide Interim assessments and 2014 FCAT Mathematics results.

Person or Persons Responsible

Administration, RtI/MTSS Team, Mathematics Teachers, Mathematics Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting agendas and minutes indicating regular, timely review of student data.

G4. Increase the percent of student participation and proficiency performance in Algebra, Geometry, and Biology courses.

G4.B1 Ninety percent of all students who were enrolled in Acceleration courses were administered a 2013 EOC exam.

G4.B1.S1 Promote student attendance during the EOC examination period to increase the percent of exam administration.

Action Step 1

Offer student incentives for participation in EOC examination during Spring administration testing window.

Person or Persons Responsible

Administration Test Chairperson

Target Dates or Schedule

Spring 2014

Evidence of Completion

Increased percentage of students participating in examination administration.

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

Review daily attendance report during the 2014 EOC administration window

Person or Persons Responsible

Administration Test Chairperson

Target Dates or Schedule

Spring 2014

Evidence of Completion

Notation of daily absences during 2014 Spring administration of EOC examinations.

Plan to Monitor Effectiveness of G4.B1.S1

Review of daily attendance during Spring Administration window to the EOC examination.

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

Increased participation in Spring administration of the 2014 EOC.

G4.B2 Ninety-eight percent of all students who were administered a 2013 EOC exam performed at Level 3 or higher.

G4.B2.S1 Provide students the opportunity to practice the content so that they will be able to solve problems Algebraic and Geometry problems in mathematical or real-world contexts.

Action Step 1

Incorporate mathematical real-world context into daily instruction.

Person or Persons Responsible

Math Department Chairperson/Teachers Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of weekly lesson plans and regular walk-through during instructional block.

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

Regular review of teacher lesson plans and observation of student participation during classroom walk-through.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student participation and understanding during daily instruction.

Plan to Monitor Effectiveness of G4.B2.S1

Review Interim Assessment Data/Reports, Student Grade Report and 2014 EOC Results.

Person or Persons Responsible

Literacy Leadership Team, Administration, Student Services Department, Math and Science Department Chairpersons

Target Dates or Schedule

Ongoing

Evidence of Completion

Maintenance or increase in the percent of students scoring proficient on the 2014 EOC Exam.

G5. Increase the percentage of students scoring at or above Level 3 on the Algebra I EOC examination from 43 percent to 44 percent as indicated on the 2014 EOC Algebra I Exam administration.

G5.B1 Forty-three percent of tested students demonstrated proficiency on the Algebra I EOC. The results of the 2013 Algebra I EOC indicate that students had difficulty with the Reporting Category: Polynomials.

G5.B1.S1 Provide students the opportunity to practice the content so that they will be able to apply the laws of exponents to simplify monomial expressions with integral exponents; simplify rational expressions and divide polynomials by monomials.

Action Step 1

Incorporate mathematical real-world context into daily Algebra instruction.

Person or Persons Responsible

Administration Mathematics Department Chairperson/Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of weekly lesson plans and regular walk-through during instructional block.

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

Regular review of teacher lesson plans and observation of student participation during classroom walk-through.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student participation and understanding during daily instruction.

Plan to Monitor Effectiveness of G5.B1.S1

Review Interim Assessment Data/Reports, Student Mathematics Grade Report and 2014 EOC Geometry Results.

Person or Persons Responsible

Student Services Department Math Department Chairperson/Teachers Administration LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in percent of students scoring proficient on the 2014 EOC Algebra I Exam.

G6. Maintain the percentage of students (95%) scoring at or above Level 3 on the 2014 EOC Geometry Exam as indicated on the 2014 EOC Geometry Examination administration.

G6.B1 Ninety-five percent of the students assessed demonstrated proficiency on the 2013 Geometry EOC. The results of the 2013 Geometry EOC indicate that students had difficulty with the Reporting Category: Trigonometry and Discrete Mathematics.

G6.B1.S1 Provide students the opportunity to practice the content so that they will be able to solve problems using the trigonometric ratios sine, cosine or tangent to determine side lengths or angle measures in mathematical or real-world contexts.

Action Step 1

Incorporate mathematical real-world context into daily Geometry instruction.

Person or Persons Responsible

Math Department Chairperson/Teachers Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of weekly lesson plans and regular walkthrough during instructional block.

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

Regular review of teacher lesson plans and observation of student participation during classroom walk-through.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student participation and understanding during daily instruction.

Plan to Monitor Effectiveness of G6.B1.S1

Review Interim Assessment Data/Reports, Student Mathematics Grade Report and 2014 EOC Geometry Results.

Person or Persons Responsible

Literacy Leadership Team Administration Student Services Department Math Department
Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Maintenance in the percent of students scoring proficient on the 2014 EOC Geometry I Exam.

G7. Increase the percent of students scoring at or above Level 3 on the 2014 FCAT 2.0 5th Grade Science test by 1 percent from 85 percent to 86 percent as demonstrated on the 2014 FCAT 2.0 5th Grade Science administration.

G7.B1 As noted on the 2013 FCAT 2.0 5th Grade Science 85 percent of students demonstrated proficiency. Students had the most difficulty with the Life Science Category.

G7.B1.S1 Students will be given the opportunity to present, refine and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research and information gathering and discussion as delineated by Common Core Standards.

Action Step 1

Incorporate weekly hands-on experiments to promote student understanding of the scientific method through research and information gathering.

Person or Persons Responsible

Science Teachers Science Liaison Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student completion of weekly laboratory reports and science journal entries.

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

Conduct weekly classroom walkthroughs to ensure the incorporation of hands-on experiments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative observations and review of teacher lesson plans

Plan to Monitor Effectiveness of G7.B1.S1

Review of student data following quarterly assessments.

Person or Persons Responsible

Literacy Leadership Team Science Liaison Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Improved Science Interim Data Improved 2014 FCAT 2.0 Science Results

G8. Increase the percent of students scoring at or above Level 3 on the 2014 FCAT 2.0 8th Grade Science Test by 3 percent from 74 percent to 77 percent as demonstrated on the 2014 FCAT 2.0 8th Grade Science administration.

G8.B1 Seventy-four percent of students tested demonstrated proficiency on the 2013 FCAT 2.0 8th Grade Science Test. As noted on the 2013 FCAT 2.0 8th Grade Science, students had the most difficulty with the Life Science Category.

G8.B1.S1 Provide opportunities after school and/or during school for students to engage in hands-on/ interactive activities for review of the Annually Assessed benchmarks that are not directly aligned within the course.

Action Step 1

Offer "Weird Science" club to students after school for weekly hands-on experiences in the area of Life Science which review Annually Assessed benchmarks.

Person or Persons Responsible

Science Teachers Science Department Chairperson Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student participation in after school Weird Science Club.

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

Student participation in scheduled weekly club meetings.

Person or Persons Responsible

Science Club Sponsor Science Department Chairperson Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Review of club calendar of activities and student sign-in roster.

Plan to Monitor Effectiveness of G8.B1.S1

Review Interim Assessment Data, student Science Grades and 2014 FCAT 2.0 Science Results.

Person or Persons Responsible

Science Department Chairperson Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved Science Interim Data Results and Improved 2014 FCAT 2.0 Science Results

G9. Maintain the percent of students scoring at Level 3 or above on EOC Biology I Exam at 95 percent as indicated by the 2014 EOC Biology I Exam administration.

G9.B1 Ninety-five percent of students assessed demonstrated proficiency on the 2013 Biology I EOC. As noted on the 2013 Biology I End-of-Course Assessment, students had the most difficulty in the Molecular and Cellular Biology Category.

G9.B1.S1 Provide opportunities for students to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research and information gathering and discussion.

Action Step 1

Incorporate weekly hands-on experiments to promote student understanding of the scientific method through research and information gathering.

Person or Persons Responsible

Science Liaison/Department Chairperson Science Teachers Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student completion of weekly laboratory reports and science journal entries.

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

Conduct weekly classroom walkthroughs to ensure the incorporation of hands-on experiments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative observations and review of teacher lesson plans.

Plan to Monitor Effectiveness of G9.B1.S1

Review of student data following quarterly assessments.

Person or Persons Responsible

Literacy Leadership Team Science Department Teachers and Chairperson Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Improved Science Interim Data Improved 2014 EOC Biology I Results

G9.B1.S2 Provide opportunities for students to participate in differentiated instruction groups by class periods according to the weakest performing benchmarks based on the data available.

Action Step 1

Interim Assessment Data Science Grade Teacher Generated Assessments 2014 EOC Biology I Results Classroom Walkthroughs

Person or Persons Responsible

Literacy Leadership Team Science Department Chairperson Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Improved Science Interim Data Improved 2014 EOC Biology I Results

Plan to Monitor Fidelity of Implementation of G9.B1.S2

Interim Assessment Data Science Grade Teacher Generated Assessments 2014 EOC Biology I Results
Classroom Walkthroughs

Person or Persons Responsible

Literacy Leadership Team Science Department Chairperson Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Improved Science Interim Data Improved 2014 EOC Biology I Results

Plan to Monitor Effectiveness of G9.B1.S2

Interim Assessment Data Science Grade Teacher Generated Assessments 2014 EOC Biology I Results
Classroom Walkthroughs

Person or Persons Responsible

Literacy Leadership Team Science Department Chairperson Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Improved Science Interim Data Improved 2014 EOC Biology I Results

G10. Increase the number of students participating in PBL (Project Based Learning) in STEM. at Frank C. Martin K-8 Center.

G10.B1 The school provides limited opportunities for students to become involved in PBL in STEM areas of instruction.

G10.B1.S1 Increase the authentic hands-on educational experiences for students to encourage participation in PBL.

Action Step 1

Students will be provided hands-on inquiry based learning experiences, encourage integration of mathematics, science and literacy and emphasize innovative laboratory experiences.

Person or Persons Responsible

Administration Science Teachers Mathematics Teachers Technology Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased in the number of hands-on lessons offered to students.

Facilitator:

Science Department Chairperson Administration

Participants:

Literacy Leadership Team Administration Science Teachers Mathematics Teachers Technology Teacher

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

Conduct regular classroom walkthroughs to ensure the incorporation of hands-on lessons.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased interest and participation in STEM activities

Plan to Monitor Effectiveness of G10.B1.S1

Monitor the number of students who participate in PBL.

Person or Persons Responsible

Administration Science Teachers Mathematics Teachers Technology Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased interest and participation in STEM competition and activities

G10.B1.S2 Establish a timeline for the development of student projects and increase the participation in STEM competitions (i.e, SECME Olympiad and Festival, Florida Science and Engineering Fair)

Action Step 1

The Science Liaison will create a competition resource calendar of school and district competitions to be made available to teachers. The calendar will be utilized to encourage student participation and offer a guide for such opportunities.

Person or Persons Responsible

Administration Science Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

The dissemination of the Competition Resource Calendar to teachers.

Plan to Monitor Fidelity of Implementation of G10.B1.S2

Review of Quarterly Competition Resource Calendar in relation to the student competition participation.

Person or Persons Responsible

Administration Science Teachers Mathematics Teachers Technology Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased interest and participation in STEM competition and activities

Plan to Monitor Effectiveness of G10.B1.S2

Review of the number of school and district STEM competitions in which Frank C. Martin K-8 Center students participate in.

Person or Persons Responsible

Administration Science Teachers Mathematics Teachers Technology Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased participation in STEM competition and activities.

G11. Increase the integration of Common Core Reading Standards for Literacy in Science and Technical Subjects into Career and Technical Education content area curriculum.

G11.B1 Currently there is minimal incorporation of Common Core State Standards (CCSS) Reading Standards for Literacy in Science and Technical Subjects.

G11.B1.S1 Provide increase opportunity for the incorporation of CCSS Reading Standards in Literacy in Science and Technical Subjects.

Action Step 1

Administration will provide professional development opportunities at the school site and allow for release time for CTE teachers to attend district training on CCSS Literacy Standards for Technical Subjects.

Person or Persons Responsible

CTE Teachers Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Participation in CCSS Training Implementation of strategies during class instruction.

Facilitator:

Science Department Chairperson

Participants:

Science Department Teachers Technology Teachers

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

Review of teacher training sign-in sheets and regular walkthroughs to ensure incorporation of strategies into daily lessons.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Participation in CCSS Training Implementation of strategies during class instruction.

Plan to Monitor Effectiveness of G11.B1.S1

Increase in the use of Common Core Standards Reading Standards for Literacy in Science and Technical Subjects.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in the implementation of strategies during class instruction.

G12. Enhance student achievement on the 2014 EOC Civics Exam by increasing the use of Common Core State Standards in content area instruction.

G12.B1 Limited incorporation and implementation of Common Core State Standards within Civics course of study.

G12.B1.S1 Implement CCSS strategies into daily instruction.

Action Step 1

Review and monitoring of student data to include: Interim Assessment Data, Civics Grades, Teacher Generated Assessments and 2014 Civics EOC.

Person or Persons Responsible

Literacy Leadership Team Humanities Department Chairperson Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting minutes and Agenda reflecting review of Civics Data

Facilitator:

Humanities Department Chairperson

Participants:

Humanities Department Teachers

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

Conduct regular Classroom Walkthroughs and review of Lesson Plans for Civics classes.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher implementation of CCSS in daily instruction

Plan to Monitor Effectiveness of G12.B1.S1

Increased activities within daily lessons utilizing secondary sources of information.

Person or Persons Responsible

Humanities Department Chairperson Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher implementation of CCSS in daily instruction.

G13. Monitor the Early Warning Systems to increase student attendance, decrease the number of students retained and who are non-proficient readers in third grade, and the number of students receiving two or more behavioral referrals leading to suspension.

G13.B1 Two percent of students miss 10% or more of instruction al time.

G13.B1.S1 Maintain a clean school environment throughout the school by educating students of healthy choices and germ prevention strategies.

Action Step 1

Provide health education for students in effort to prevent transmission of germs.

Person or Persons Responsible

Physical Education Teacher Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans indicate health education lessons regarding prevention of the spread of germs.

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

Lesson Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Conduct regular walkthrough for review of lesson plans

Plan to Monitor Effectiveness of G13.B1.S1

Monitor student attendance records indicating reduction of student absences

Person or Persons Responsible

Rti/MTSS Team Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agenda Item reflecting review of attendance report

G13.B2 One percent of students are retained in grades Kindergarten through Fifth Grade.

G13.B2.S1 Provide before/during and after school assistance in reading to identified students. Monitor student progress through academic advisement counselor.

Action Step 1

Monitor student achievement data to identify student in need of assistance and provide remediation.

Person or Persons Responsible

Administration Rti/MTSS Team Teacher Elementary School Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Rti monitoring records. Review of DATA protocol sheets.

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

Schedule and Agenda of Monthly Data Chat Meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets and agenda items of regular data chat meetings.

Plan to Monitor Effectiveness of G13.B2.S1

Review of student academic progress

Person or Persons Responsible

Rtl/MTSS Team, Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in Sheets and Agenda of regularly scheduled data chat meetings.

G13.B3 Seventeen percent of students are not proficient in reading by grade 3.

G13.B3.S1 Provide before/during and after school assistance in reading to identified students. Monitor student progress through academic advisement counselor.

Action Step 1

Monitor student achievement data of third grade students to provide remediation

Person or Persons Responsible

Rtl/MTSS Team, Teacher, Administration, Academic Advisement Counselor,

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Rtl monitoring records, Review of DATA chat protocol sheets.

Plan to Monitor Fidelity of Implementation of G13.B3.S1

Schedule and Agenda of monthly DATA chats meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets and agenda items of regular data chat meetings.

Plan to Monitor Effectiveness of G13.B3.S1

Review of student reading progress

Person or Persons Responsible

Rti/MTSS Team Administration Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets and agenda items of regular data chat meetings

G14. Monitor the Early Warning Systems to increase student attendance, decrease the number of students failing middle school courses, and the number of students receiving one or more behavioral referrals including those leading to suspension.

G14.B1 Two percent of students miss 10 percent or more of available instructional time which has been attributed to student chronic illness.

G14.B1.S1 Maintain a clean school environment throughout the site by educating students of healthy choices and germ prevention strategies.

Action Step 1

Provide health education for students in effort to prevent transmission of germs.

Person or Persons Responsible

Physical Education Teacher School Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans indicate health education lessons regarding prevention of the spread of germs.

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Lesson Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Conduct regular walkthrough

Plan to Monitor Effectiveness of G14.B1.S1

Monitor attendance records indicating reduction of student absences

Person or Persons Responsible

Rtl/MTSS Team Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agenda Item reflecting review of attendance report

G14.B2 Student failing courses in the following subject areas: 2% in Mathematics, 1% in Language Arts and 1% failing two or more courses in any subject.

G14.B2.S1 Provide before/afterschool assistance in failing subject areas.

Action Step 1

Monitor student achievement data to identify students in need of assistance and provide remediation.

Person or Persons Responsible

Rtl/MTSS Team Teacher Academic Advisement Counselor Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Rtl monitoring records. Review of DATA protocol sheets.

Plan to Monitor Fidelity of Implementation of G14.B2.S1

Schedule and Agenda of Monthly Data Chat Meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets and Agenda Items of Regular Data Chat Meetings

Plan to Monitor Effectiveness of G14.B2.S1

Review of student academic progress

Person or Persons Responsible

Rti/MTSS Team Administration Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in Sheets and Agenda Items of regular data chat meetings

G14.B3 Two percent of students receive two or more behavioral referrals.

G14.B3.S1 Provide incentives for appropriate behaviors by utilizing progressive discipline plan to redirect inappropriate behaviors.

Action Step 1

Inform students and parents of expected behavior and the school-wide progressive discipline plan

Person or Persons Responsible

Administration Counselor Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Provide information through Student Orientation meetings, student agendas and school website.

Plan to Monitor Fidelity of Implementation of G14.B3.S1

Review of Student Behavioral Referral Report

Person or Persons Responsible

Administration Rti/MTSS Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting minutes and agenda items.

Plan to Monitor Effectiveness of G14.B3.S1

Review of Student Behavioral Referral Report

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

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

G15. Maintain Parental Involvement at 92% participation in at least one school function for the 2013-2014 school year.

G15.B1 Parents have limited knowledge and understanding of the various functions that occur at Frank C. Martin and how they can become involved at the school.

G15.B1.S1 Increase advertisement and disseminate information to parents on curricular presentations, such as Open House, Curriculum Night, school marquee, PTA, newsletter, school website, and Connect Ed

Action Step 1

Provide a minimum of two modes of notification for each parental involvement event at varied intervals to ensure parent awareness of event dates and times. Notification will include marquee signage, flyers, email notification, Connect Ed phone calls, student agenda, the school website and school-wide calendars.

Person or Persons Responsible

Administrators PTA President Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in the number and modes for communicating school events which promote parental involvement.

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Maintain copies of all parent notices regarding opportunities for parental involvement.

Person or Persons Responsible

Administration PTA President

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased number of parent notifications regarding parental involvement opportunities.

Plan to Monitor Effectiveness of G15.B1.S1

Parent sign-in logs/rosters

Person or Persons Responsible

Administration Teachers PTA President

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in the number of parents signatures for each parental involvement activity.

Coordination and Integration

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

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

Title II

The District provides supplemental funding to allow for dequate training to certify mentor teachers for the New Teacher (MINT) Program. Additionally, NHQ teachers are provided the opportunity to participate in District courses for the purpose of certification and endorsement in the areas of Reading, ESOL and Gifted Education.

Violence Prevention Programs

Funding to provide TRUST Specialist and school counselors within the school site to focus on counseling students to solve problems related to drugs, alcohol, stress, suicide, isolation, family violence and other crises. The District provides policy awareness of the Zero Tolerance for Bullying and Harassment policy. Education is provided to promote a school atmosphere in which bullying, harassment and intimidation will not be tolerated by students, school board employees, visitors or volunteers.

Nutrition Programs

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition and Health education is taught through the physical education department. The School Food Service Program ensures that the Healthy Food and Beverage Guidelines of the adopted District's Wellness Policy are adhered to concerning breakfast, lunch and snack options.

Career and Technical Education

By promoting Career Pathways and Programs of Study students are offered courses in technology education. Students build an understanding of and an appreciation for the career choices available through technology. Additionally, students are able to participate in journalism courses which offer insight into the profession and practices of the career choice.

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.

G10. Increase the number of students participating in PBL (Project Based Learning) in STEM. at Frank C. Martin K-8 Center.

G10.B1 The school provides limited opportunities for students to become involved in PBL in STEM areas of instruction.

G10.B1.S1 Increase the authentic hands-on educational experiences for students to encourage participation in PBL.

PD Opportunity 1

Students will be provided hands-on inquiry based learning experiences, encourage integration of mathematics, science and literacy and emphasize innovative laboratory experiences.

Facilitator

Science Department Chairperson Administration

Participants

Literacy Leadership Team Administration Science Teachers Mathematics Teachers Technology Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased in the number of hands-on lessons offered to students.

G11. Increase the integration of Common Core Reading Standards for Literacy in Science and Technical Subjects into Career and Technical Education content area curriculum.

G11.B1 Currently there is minimal incorporation of Common Core State Standards (CCSS) Reading Standards for Literacy in Science and Technical Subjects.

G11.B1.S1 Provide increase opportunity for the incorporation of CCSS Reading Standards in Literacy in Science and Technical Subjects.

PD Opportunity 1

Administration will provide professional development opportunities at the school site and allow for release time for CTE teachers to attend district training on CCSS Literacy Standards for Technical Subjects.

Facilitator

Science Department Chairperson

Participants

Science Department Teachers Technology Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Participation in CCSS Training Implementation of strategies during class instruction.

G12. Enhance student achievement on the 2014 EOC Civics Exam by increasing the use of Common Core State Standards in content area instruction.

G12.B1 Limited incorporation and implementation of Common Core State Standards within Civics course of study.

G12.B1.S1 Implement CCSS strategies into daily instruction.

PD Opportunity 1

Review and monitoring of student data to include: Interim Assessment Data, Civics Grades, Teacher Generated Assessments and 2014 Civics EOC.

Facilitator

Humanities Department Chairperson

Participants

Humanities Department Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting minutes and Agenda reflecting review of Civics Data

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Maintain the percentage of students scoring at Level 3 or above on FCAT 2.0 Reading assessments at 87 percent as indicated by the 2014 FCAT 2.0 Reading administration.	\$2,000
G3.	Increase the percentage of students scoring at or above Level 3 on the FCAT 2.0 Mathematics assessments from 80 percent to 87 percent as indicated by the 2014 FCAT 2.0 Mathematics Administration.	\$2,000
G7.	Increase the percent of students scoring at or above Level 3 on the 2014 FCAT 2.0 5th Grade Science test by 1 percent from 85 percent to 86 percent as demonstrated on the 2014 FCAT 2.0 5th Grade Science administration.	\$1,000
Total		\$5,000

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Personnel	Total
EESAC funds	\$1,000	\$4,000	\$5,000
Total	\$1,000	\$4,000	\$5,000

Budget Details

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

G1. Maintain the percentage of students scoring at Level 3 or above on FCAT 2.0 Reading assessments at 87 percent as indicated by the 2014 FCAT 2.0 Reading administration.

G1.B6 Eighty-seven percent of students within the lowest 25% demonstrated learning gains on the 2013 Reading FCAT with noted deficiency in Category 2: Reading Application.

G1.B6.S1 Provide students increased opportunities to determine explicit ideas and information in grade level text, to include, main idea, supporting details, and implied messages.

Action Step 1

Read grade level appropriate text that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

Resource Type

Personnel

Resource

Hourly teachers

Funding Source

EESAC funds

Amount Needed

\$1,000

G1.B7 Seventy-eight percent of English Language Learner students scored proficient in listening and speaking as indicated by the 2013 CELLA administration.

G1.B7.S1 Increase student opportunity to produce language in response to first-hand, multi-sensorial experience to increase development of listening and speaking skills with the English Language.

Action Step 1

Utilize expansion, paraphrasing and repetition during instruction to improve listening and speaking abilities in ELL Students.

Resource Type

Personnel

Resource

1000

Funding Source

EESAC funds

Amount Needed

\$1,000

G3. Increase the percentage of students scoring at or above Level 3 on the FCAT 2.0 Mathematics assessments from 80 percent to 87 percent as indicated by the 2014 FCAT 2.0 Mathematics Administration.

G3.B2 Students in the Black, Hispanic and ELL (English Language Learner) and ED (Economically Disadvantaged) subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category Number: Base 10 and Fractions. Seventy-six percent of Black, 86 percent of Hispanic and 83 percent of ELL students demonstrated proficiency.

G3.B2.S1 During differentiated instruction, students will be provided opportunities to compare and order fractions, mixed numbers, and decimals in the same or different forms, additionally students will generate equivalent fractions or simplify fractions to lowest terms.

Action Step 1

Provide authentic hands-on mathematics opportunities for students in the areas of Base 10 and Fractions during regularly scheduled differentiated instruction time to compare fractions using manipulatives and real world concepts.

Resource Type

Personnel

Resource

Hourly teachers

Funding Source

EESAC funds

Amount Needed

\$500

G3.B3 Thirty-eight percent of students scored at Level 3 on the 2013 Mathematics FCAT 2.0 demonstrating a deficiency in Reporting Category Geometry and Measurement.

G3.B3.S1 Students will participate in enrichment activities through project based and real world application of Geometry and measurement.

Action Step 1

Provide authentic hands-on mathematics opportunities for students in the areas of Geometry and Measurement during daily scheduled enrichment time.

Resource Type

Personnel

Resource

Hourly personnel

Funding Source

EESAC funds

Amount Needed

\$500

G3.B5 Seventy-four percent of all students demonstrated learning gains on the 2013 Mathematics FCAT 2.0 administration as compared to the 2012 administration, noting a deficiency in Reporting Category Base Ten Fractions.

G3.B5.S1 During differentiated instruction, students will be provided opportunities to compare and order fractions, mixed numbers, and decimals in the same or different forms, additionally students will generate equivalent fractions or simplify fractions to lowest terms.

Action Step 1

Provide authentic hands-on mathematics opportunities for students in the areas of Base 10 and Fractions during regularly scheduled differentiated instruction time to compare fractions using manipulatives and real world concepts.

Resource Type

Personnel

Resource

Hourly teachers

Funding Source

EESAC funds

Amount Needed

\$500

G3.B6 Sixty-five percent of students scoring within the lowest 25% demonstrated learning gains on the 2013 Mathematics FCAT 2.0 administration as compared to the 2012 administration, noting a deficiency in Reporting Category Base Ten Fractions.

G3.B6.S1 During differentiated instruction, students will be provided opportunities to compare and order fractions, mixed numbers, and decimals in the same or different forms, additionally students will generate equivalent fractions or simplify fractions to lowest terms.

Action Step 1

Provide authentic hands-on mathematics opportunities for students in the areas of Base 10 and Fractions during regularly scheduled differentiated instruction time to compare fractions using manipulatives and real world concepts.

Resource Type

Personnel

Resource

Hourly teachers

Funding Source

EESAC funds

Amount Needed

\$500

G7. Increase the percent of students scoring at or above Level 3 on the 2014 FCAT 2.0 5th Grade Science test by 1 percent from 85 percent to 86 percent as demonstrated on the 2014 FCAT 2.0 5th Grade Science administration.

G7.B1 As noted on the 2013 FCAT 2.0 5th Grade Science 85 percent of students demonstrated proficiency. Students had the most difficulty with the Life Science Category.

G7.B1.S1 Students will be given the opportunity to present, refine and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research and information gathering and discussion as delineated by Common Core Standards.

Action Step 1

Incorporate weekly hands-on experiments to promote student understanding of the scientific method through research and information gathering.

Resource Type

Other

Resource

Hands on science manipulatives/materials

Funding Source

EESAC funds

Amount Needed

\$1,000