



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Winston Park K 8 Center

13200 SW 79TH ST

Miami, FL 33183

305-386-7622

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

School Demographics

| | | |
|--|-----------------------------|---|
| School Type Combination School | Title I Yes | Free and Reduced Lunch Rate 75% |
| 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 |
|---------------------|---------------------|---------------------|---------------------|

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

Winston Park K 8 Center

Principal

Raquel Pelletier

School Advisory Council chair

Sherry Maer

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

| Name | Title |
|------------------|--|
| Raquel Pelletier | Principal |
| Maria C. Anton | Assistant Principal |
| Carl Robinson | Assistant Principal |
| Marlene Llana | Reading Liaison |
| Diana Hernandez | Kindergarten Chairperson |
| Beatriz Babun | First Grade Chairperson |
| Emily Abrams | Second Grade Chairperson |
| Sandra Romero | Third Grade Chairperson |
| Carol Brown | Fourth Grade Chairperson |
| Suzette Guitian | Fifth Grade Chairperson |
| Patricia Guzman | Sixth Grade Team Leader |
| Mercedes Coiras | Seventh Grade Team Leader/ Language Arts Dept. Chairperson |
| Christina Cuenca | Eighth Grade Team Leader |
| Ricardo Sinclair | Mathematics Department Chairperson |
| David Negrelli | Science Department Chairperson |
| Patricia Toledo | Social Studies Chairperson |
| Yadis Mantilla | Mathematics Liaison |
| Beatriz Escarda | SPED Department Chairperson |

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The members are: principal -1 (Raquel Pelletier), UTD Steward-1 (Janet Maldonado), education support -1 (Beatriz Rojas), teachers-5 (Monica Diaz/Helen Febles/Patricia Guzman/Sandra Romero//Steve Coiras), parents-7 (Oscar Carbajal, Valerie Coto, Maria Diaz, Patricia Johnson, Aileen Joslin, Maria Moscoso, Richard Muino), student-1 (Marcelo Guzman) and BCR-1 (Sherry Maer).

Involvement of the SAC in the development of the SIP

At the end of the 2012-2013 school year, the SAC completed the end of year review of the 2012-2013 SIP, considered the available data and approved the suggested targets and strategies. The Council analyzed the results of the 2013 FCAT 2.0 to determine that strategies and targets for this school improvement plan are appropriate. The SAC gave final approval for 2013-2014 SIP.

Activities of the SAC for the upcoming school year

The activities of the SAC for the upcoming year will target:

- Developing and monitoring the implementation of the School Improvement Plan
- Identification and remediation of school-wide issues
- Use of EESAC funds to impact student achievement

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

The School Advisory Council funds will be used to enhance the language arts, math, science, and technology instructional programs. \$1999 of SAC funds will be used for educational software, \$700 BUILT Academy: Green City Module Kit, and \$300 Print Materials.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Raquel Pelletier

Principal

Years as Administrator: 18

Years at Current School: 2

Credentials

B.A. Mathematics , University of Miami
 Minor: Secondary Education
 M.S. Mathematics Education, Nova Southeastern University
 Modified Core Program: Educational Leadership
 Ed.D. Educational Administration and Supervision, Florida
 International University
 Certification: Mathematics 6-12
 Educational Leadership
 Gifted Endorsement
 Middle Grades Endorsement

Performance Record

2013 School Grade: A
 Reading Proficiency- 70%
 Math Proficiency- 72%
 Reading Learning Gains-74%
 Math Learning Gains-68%
 Reading Improvement of Lowest 25%-65%
 Math Improvement of Lowest 25%-63%
 Reading AMO:
 Hispanic-70%
 White-80%
 ELL-45%
 SWD-31%
 ED-68%
 Math AMO:
 Hispanic-72%
 White-72%
 ELL-58%
 SWD-49%
 ED-70%
 2012 School Grade: A
 Reading Proficiency, 71%
 Math Proficiency, 76%
 Reading Learning Gains: 72%
 Math Learning Gains: 77%
 Reading Improvement of Lowest 25%:
 78 points
 Math Improvement of Lowest 25%-
 75 points
 Reading AMO:
 Hispanic-70%
 White-79%
 ELL-53%
 SWD-37%
 ED-67%
 Math AMO:
 Hispanic-72%
 White-72%

EII-58%
SWD-491%
ED-70%
11 10 09
School Grades: A A A
AYP: N N Y
High Standards- RDG: 85 87 70
High Standards- MATH: 85 85 71
Learning Gains- RDG: 69 72 67
Learning Gains- Math: 74 71 75
Gains – R - 25%: 66 75 66
Gains – M - 25%: 72 66 75

Maria Anton

Asst Principal

Years as Administrator: 12

Years at Current School: 12

Credentials

B.S./M.S. Education
 State University of New York
 Educational Specialist: Leadership, Nova Southeastern University
 Certification- Early Childhood Education,
 Educational Leadership, Elementary Education, History, Social
 Science, Middle Grade Endorsement

Performance Record

2013 School Grade: A
 Reading Proficiency- 70%
 Math Proficiency- 72%
 Reading Learning Gains-74%
 Math Learning Gains-68%
 Reading Improvement of Lowest 25%-65%
 Math Improvement of Lowest 25%-63%
 Reading AMO:
 Hispanic-70%
 White-80%
 EII-45%
 SWD-31%
 ED-68%
 Math AMO:
 Hispanic-72%
 White-72%
 EII-58%
 SWD-491%
 ED-70%
 2012 School Grade: A
 Reading Proficiency, 71%
 Math Proficiency, 76%
 Reading Learning Gains: 72%
 Math Learning Gains: 77%
 Reading Improvement of Lowest 25%:
 78 points
 Math Improvement of Lowest 25%-
 75 points
 Reading AMO:
 Hispanic-70%
 White-79%
 EII-53%
 SWD-37%
 ED-67%
 Math AMO:
 Hispanic-72%
 White-72%
 EII-58%
 SWD-491%
 ED-70%
 11 10 09

School Grades: A A A
AYP: N N N
High Standards- RDG: 83 83 83
High Standards- MATH: 83 84 81
Learning Gains- RDG: 73 71 74
Learning Gains- MG: 70 71 65
Gains – R - 25%: 66 73 71
Gains – M - 25%: 68 67 68

Carl Robinson

Asst Principal

Years as Administrator: 4

Years at Current School: 2

Credentials

B.S. in Technology Education; Florida International University
 M.S. in Technology; Florida International University
 Ed.F in Administration and Supervision and Reading; Nova University State of Florida
 Certification:
 Educational Leadership

Performance Record

2013 School Grade: A
 Reading Proficiency- 70%
 Math Proficiency- 72%
 Reading Learning Gains-74%
 Math Learning Gains-68%
 Reading Improvement of Lowest 25%-65%
 Math Improvement of Lowest 25%-63%
 Reading AMO:
 Hispanic-70%
 White-80%
 EII-45%
 SWD-31%
 ED-68%
 Math AMO:
 Hispanic-72%
 White-72%
 EII-58%
 SWD-491%
 ED-70%
 2012 School Grade: A
 Reading Proficiency, 71%
 Math Proficiency, 76%
 Reading Learning Gains: 72%
 Math Learning Gains: 77%
 Reading Improvement of Lowest 25%:
 78 points
 Math Improvement of Lowest 25%-
 75 points
 Reading AMO:
 Hispanic-70%
 White-79%
 EII-53%
 SWD-37%
 ED-67%
 Math AMO:
 Hispanic-72%
 White-72%
 EII-58%
 SWD-491%
 ED-70%
 11

School Grades: A
 AYP: N
 High Standards- RDG: 70
 High Standards- MATH: 61
 Learning Gains- RDG: 69
 Learning Gains- MG: 67
 Gains – R - 25%: 68
 Gains – M - 25%: 68

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

83

receiving effective rating or higher

100, 120%

Highly Qualified Teachers

83%

certified in-field

78, 94%

ESOL endorsed

53, 64%

reading endorsed

6, 7%

with advanced degrees

27, 33%

National Board Certified

6, 7%

first-year teachers

0, 0%

with 1-5 years of experience

3, 4%

with 6-14 years of experience

59, 71%

with 15 or more years of experience

21, 25%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

2, 67%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The academic reputation of the school is the number one draw to recruiting and retaining highly qualified, certified-in-field teachers to the school. The professional and supportive culture established by the administrative team gives teachers the opportunity to contribute and establish ownership.

Mentoring Program for new teachers-Principal

Grade level common planning-Assistant Principals

Instructional support-Grade Level Chairpersons, liaisons

Professional Development-Principal, Assistant Principals, PD Liaison

Open Door Policy-Principal

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 teachers and teachers new to the building are paired with master teachers from the same grade level/department for assistance in the following areas:

Parent conference, classroom observations, lesson planning, analysis of data and preparation for data chats, best practices.

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

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

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

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

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation.
3. Determining goals and processes to identify student progress towards proficiency.
4. Identify lack of progress and determine appropriate response.
5. Adjust goals and provide enrichment for those students achieving progress.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need receive appropriate supplemental Tier 2 intervention.
8. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings take place once a month to:

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

The School Improvement Plan (SIP) sets the school's academic and behavioral goals for the year and describes the strategies the school plans to implement to meet those goals. The MTSS plays an active role in the identification and recommendation of strategies for the SIP and the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP.

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

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1 (Leadership Team)

- Carl Robinson and/or Maria Anton, Assistant Principals, will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources;

In addition to these two administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- Marlene Llama (reading), Yadis Mantilla (math), Beatriz Escarda (Behavioral specialist) and David Negrellil (science).
- Beatriz Escarda (Special education personnel)
- Rebecca Abreu, Monica Diaz or Doris Sampson (School guidance counselors)
- Iliana DeGreiff (School psychologist)
- Patricia Negrelli (School social worker)
- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically once a

month to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The Assistant Principal, instructional coaches/intensive course instructors, general education/special education teacher, psychologist, social worker and guidance counselors members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

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

Tier 3 SST

The Assistant Principal, instructional coaches/intensive course instructors, general education/special education teacher, psychologist, social worker and guidance counselors members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

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

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- EasyCBM
- STAR reading assessment
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics measures
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

Professional development will be provided at the beginning of the school year, on professional development days, and throughout the school year during teachers’ common planning time. Professional development sessions will be scheduled to respond and address assessment data results, staff, and curriculum needs.

The school will participate in the MTSS district professional development which consists of; A description of MTSS and MTSS parent resources will be available on the school’s web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program
Minutes added to school year: 5,400

Instruction in Core Academics Subjects will be offered for one hour three times a week for students in the ESOL Program as well as those not meeting performance standards.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Interim Assessments, Teen Biz and SuccessMaker reports will be utilized to measure progress.

Who is responsible for monitoring implementation of this strategy?

Instructors, coaches and Assistant Principals.

Literacy Leadership Team (LLT)

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

| Name | Title |
|------------------|--------------------------------------|
| Raquel Pelletier | Principal |
| Maria C. Anton | Assistant Principal |
| Carl Robinson | Assistant Principal |
| Marlene Llana | Reading Liaison |
| Mercedes Coiras | Language Arts Department Chairperson |

How the school-based LLT functions

The school-based LLT will function in many capacities. It will continually monitor that the vision and mission are aligned with school and district initiatives. The LLT will meet monthly and utilize student

performance

data to make informed decisions regarding the instructional focus as well as the effectiveness of the intervention programs provided to students. In addition, members of the team will collaborate with stakeholders in order to monitor and document progress toward goals, assess the fidelity of implementation, and provide ongoing staff development based on data trends compiled from student performance indicators.

Furthermore, the team will maintain stakeholders informed of programs implemented, progress monitoring indicators, and data trends.

Major initiatives of the LLT

The major initiatives of the LLT this year is to promote literacy with all stakeholders, as well as assist with the implementation of the Common Core Standards and the new Reading series, McMillan/McGraw-Hill Wonders! The team will work with the staff to ensure all reading and content teachers receive professional development on the programs. The principal will work closely with the LLT and grade level/department chairperson to assess student needs. The team will analyze student assessments throughout the school year, discuss classroom observations, and target professional development needs of instructional staff. The IPEGS and School Improvement Plan will be used as resources. All stakeholders will be involved in promoting literacy throughout the school.

Every Teacher Contributes to Reading Instruction

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

Students in grades 6 through 8 are assigned to teams of teachers from all disciplines. Teams meet on a bi-weekly basis to discuss student progress as well as implementation of reading and writing goals. In addition, each academic department has identified specific reading skills that will be targeted throughout the year.

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

To establish a home-school connection the school hosts “Welcome to Kindergarten” and “Meet and Greet” meetings. At these meetings the families have the opportunity to tour the school, meet teachers, and gather valuable information about our early childhood programs. To guide instruction, the students are assessed using the CELLA (Comprehensive English Language Learning Assessment) and/or the FAIR (Florida Assessments for Instruction in Reading) to determine their English language proficiency and print/letter knowledge, as well as their level of phonological awareness/processing. The FLKRS (Florida Kindergarten Readiness Screener) is administered to measure the students’ social/emotional development. All of this data will be used to plan core academic and behavioral instruction and interventions. These screening tools will be re-administered throughout the year to determine growth.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Through the creation of STEM and Fine Arts academies the school's course offerings emphasize school to careers experiences that exposes students to careers in the respective fields. The curriculum, which includes field trips, a career speaker series, as well as exposure to current applications of technologies in the various fields, is designed to help the students make the connection between current course offerings and future careers.

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

The school conducts informal and formal surveys to identify students' interests and incorporates results in its master schedule. Orientation sessions open to parents are conducted with each grade level to inform and review offerings and procedures for course selection. In addition, an annual Magnet School Fair as well as a field trip to the feeder High School is organized for all 8th graders and their parents. Counselors conduct presentations as well as provide materials and assistance for students and parents requesting advise/information on High School Programs. The school helps conduct and organize College Tours for students from the school's region.

All students complete a Career and Education Planning course and complete a academic and career plan utilizing the Florida CHOICES program.

Strategies for improving student readiness for the public postsecondary level

After analyzing the High School Feedback Report the school adopted the following strategies:

- Creation of STEM Academy to increase careers in the fields of Science, Technology, Engineering and Mathematics
- Implementation of a mentoring program to assist students with organizational and study skills
- Implementation of an attendance plan that emphasizes and creates work habits and responsibilities
- Implementation of a Career Education Program that requires all students to complete an academic and career plan

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 | 75% | 70% | No | 78% |
| American Indian | | | | |
| Asian | 75% | 73% | Yes | 78% |
| Black/African American | | | | |
| Hispanic | 75% | 70% | No | 78% |
| White | 82% | 80% | No | 84% |
| English language learners | 52% | 45% | No | 57% |
| Students with disabilities | 53% | 31% | No | 57% |
| Economically disadvantaged | 72% | 68% | No | 75% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 266 | 30% | 32% |
| Students scoring at or above Achievement Level 4 | 350 | 39% | 42% |

Florida Alternate Assessment (FAA)

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

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 664 | 74% | 77% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 225 | 65% | 69% |

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) | 181 | 62% | 66% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 109 | 38% | 44% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 108 | 36% | 42% |

Postsecondary Readiness

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

Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 92 | 67% | 70% |
| 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 | 79% | 72% | No | 81% |
| American Indian | | | | |
| Asian | 92% | 73% | Yes | 93% |
| Black/African American | | | | |
| Hispanic | 78% | 72% | No | 80% |
| White | 89% | 72% | No | 90% |
| English language learners | 63% | 58% | No | 67% |
| Students with disabilities | 57% | 49% | No | 61% |
| Economically disadvantaged | 76% | 70% | No | 78% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 271 | 33% | 43% |
| Students scoring at or above Achievement Level 4 | 279 | 34% | 38% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 552 | 68% | 71% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 511 | 63% | 67% |

Middle School Acceleration

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Middle school participation in high school EOC and industry certifications | | 64% | 68% |
| Middle school performance on high school EOC and industry certifications | | 100% | 100% |

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 79% | | No | 81% |
| American Indian | | | | |
| Asian | 92% | | No | 93% |
| Black/African American | | | | |
| Hispanic | 78% | | No | 80% |
| White | 89% | | No | 90% |
| English language learners | 63% | | No | 67% |
| Students with disabilities | 57% | | No | 61% |
| Economically disadvantaged | 76% | | No | 78% |

Algebra I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 46 | 58% | 58% |
| Students scoring at or above Achievement Level 4 | 33 | 42% | 42% |

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> | | 0% |
| Students scoring at or above Achievement Level 4 | 12 | 100% | 100% |

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 | 39 | 28% | 31% |
| Students scoring at or above Achievement Level 4 | 47 | 34% | 35% |

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 | 52 | 29% | 32% |
| Students scoring at or above Achievement Level 4 | 43 | 24% | 25% |

Florida Alternate Assessment (FAA)

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

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 10 | | |
| Participation in STEM-related experiences provided for students | 176 | 100% | 100% |

Area 6: Career and Technical Education (CTE)

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

Area 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 | 52 | 4% | 3% |
| Students retained, pursuant to s. 1008.25, F.S. | 11 | 1% | 1% |
| Students who are not proficient in reading by third grade | 32 | 26% | 23% |
| Students who receive two or more behavior referrals | 35 | 3% | 2% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 6 | 0% | 0% |

Middle School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 52 | 4% | 3% |
| Students who fail a mathematics course | 11 | 2% | 1% |
| Students who fail an English Language Arts course | 9 | 2% | 1% |
| Students who fail two or more courses in any subject | 6 | 1% | 1% |
| Students who receive two or more behavior referrals | 35 | 3% | 2% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 6 | 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

The target for our school is to have at least 50% of eligible members enroll in our Parent Teacher Student Association (PTSA).

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Fifty percent or more members will join PTSA. | 441 | 35% | 50% |

Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading Assessment 70 percent of students scored at level 3 or above. The goal on the 2014 FCAT 2.0 Reading is for 78 percent of students to score at level 3 or above, an increase of eight percentage points.
- G2.** On the 2013 FCAT 2.0 Writing Assessment 67 percent of students scored at 3.5 or above. The goal on the 2014 FCAT 2.0 Writing Assessment is for 70 percent of students to score at 3.5 or above, an increase of three percentage points.
- G3.** On the 2013 2.0 Mathematics Assessment, 72 percent of students scored at Level 3 or above. The goal on the 2014 FCAT 2.0 Mathematics Assessment is for 81 percent of students to score at Level 3 or above, an increase of 9 percentage points.
- G4.** On the 2013 Algebra EOC 100 percent of the students scored at level 3 or above. The goal for the 2013-2014 school year will be to maintain the percent of students scoring at 3 or above on the Algebra EOC Exam.
- G5.** On the 2013 Geometry EOC 100 percent of the students scored at a level 3 or above. The goal for the 2013-2014 school year is to maintain the percentage of students scoring at 3 or above on the Geometry EOC Exam.
- G6.** On the 2013 FCAT 2.0 Science Assessment 62 percent of students in Grade 5 scored at level 3 or above. The goal on the 2014 FCAT 2.0 Science Assessment is for 66 percent of students to score at level 3 or above, an increase of 4 percentage points.
- G7.** On the 2013 FCAT 2.0 Science Assessment 53 percent of students in Grade 8 scored at level 3 or above. The goal on the 2014 FCAT 2.0 Science Assessment is for 57 percent of students to score at level 3 or above, an increase of 4 percentage points.
- G8.** The results of the 2013 M-DCPS Baseline Biology Assessment indicate 0% (0) of students achieved proficiency (Level 3). The goal for the 2013-2014 school year is to increase student proficiency by 50 percentage points to 50%.
- G9.** The goal for the 2013-2014 school year is to increase student membership in the BUILT2 (STEM) Academy by 3 percentage points to 37%.
- G10.** Increase opportunities for students to identify future careers through CTE presentations in BUILT2 Academy (STEM) advanced math, science and technology courses.
- G11.** The results of the 2013 M-DCPS Baseline Civics Assessment indicate 0% (0) of students achieved proficiency (Level 3). The goal for the 2013-2014 school year is to increase student proficiency by 50 percentage points to 50%.

- G12.** Elementary School students who struggle are at risk of dropping out of school. Our goal is to increase the effectiveness of identifying student who are falling behind early enough to provide appropriate interventions and support.
- G13.** Middle School students who struggle are at risk of dropping out of school. Our goal is to increase the effectiveness of identifying student who are falling behind early enough to provide appropriate interventions and support.
- G14.** The goal for the 2013-2014 school year is to increase the percentage of membership in the PTSA to represent 50% of the student population.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading Assessment 70 percent of students scored at level 3 or above. The goal on the 2014 FCAT 2.0 Reading is for 78 percent of students to score at level 3 or above, an increase of eight percentage points.

Targets Supported

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

Resources Available to Support the Goal

- McMillan McGraw Hill Wonders Reading (grade K-5) Series
- McDougal Littell (grades 6-8)
- National Geographics/Hampton-Brown's Insight
- Waterford Reading Program
- Voyager Passport/Journeys
- Literacy Leadership Team
- Instructional Leadership Team
- MMST
- Grade Level/Department Communities
- District Reading Pacing Guide
- Online Resources such as: Reading Plus, Successmaker, TeenBiz, SOLO, etc..

Targeted Barriers to Achieving the Goal

- A comparison of the 2013 actual performance and the 2014 targeted goal indicates the following subgroups failed to meet their AMO: White (80%/84%), Hispanic (70%/78%), ELL (45%/57%), SWD (31%/57%) and ED (68%/75%). The area of deficiency as noted on the FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited experiences in reading complex text.
- Performance Data on the 2013 FCAT 2.0 indicates 30% of the students scored at level 3. The goal is to decrease the percentage of students scoring levels 1 or 2 and increase the percentage of students scoring level 3 to 32%. The data for level 3 students indicates that there is a deficiency in Reporting Category 1: Vocabulary due to the emphasis on social media interaction and entertainment resulting in limited exposure to rigorous vocabulary.
- Performance Data on the 2013 FCAT 2.0 indicates 39% of students scored at level 4 or 5. The goal is to increase the percentage of students scoring at these levels to 40%. The data for level 4 and 5 students indicates that there is a deficiency in Reporting Category 3: Literary Analysis. A lack of resources targeting critical analysis and higher order thinking hindered learner progress, specifically as it relates to the interpretation, organization, and evaluation of diverse forms of informational text.
- Performance Data for students not making learning gains (all students) on the 2013 FCAT 2.0 indicates that 74% of students achieved learning gains and that there is a deficiency in Reporting Category 4: Informational Text/Research Process. Students have limited exposure to informational text .
- Performance Data for students not making learning gains (levels 1 and 2) on the 2013 FCAT 2.0 indicates that 65% of students achieved learning gains and that these students that there is a deficiency in Reporting Category 4: Informational Text/Research Process. Students have limited exposure to informational text.

- Performance Data for students on the 2013 CELLA indicates that ELL students have limited language proficiency, and in some cases limited resources and opportunities at home, resulting in limited listening/speaking practice.
- Performance Data for students on the 2013 CELLA indicates that ELL students' limited proficiency requires additional exposure to vocabulary rich experiences and that they lack the strong home language foundation on which to build their reading English language skills.
- Students have difficulty demonstrating their writing proficiency due to Limited English language vocabulary.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

LLT MTSS Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment- District Interim Assessments Summative Assessments-Results for the 2014 Reading FCAT 2.0 Results for the CELLA 2014

G2. On the 2013 FCAT 2.0 Writing Assessment 67 percent of students scored at 3.5 or above. The goal on the 2014 FCAT 2.0 Writing Assessment is for 70 percent of students to score at 3.5 or above, an increase of three percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- McMillan McGrawhill Wonders
- McDougal Littell
- Literacy Leadership Team
- Anchor Papers
- Holistic Rubric
- Miami-Dade Writing Pacing Guide
- Online Resources: Reading Plus Writing Component

Targeted Barriers to Achieving the Goal

- Students demonstrate a lack of proficiency in use of mature vocabulary, cohesive sentence and paragraph structure and organization and in grammar and writing mechanics.

Plan to Monitor Progress Toward the Goal

Following the FCIM Model, writers' notebook will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Assessments Summative: 2014 FCAT 2.0 Writing Assessment

G3. On the 2013 2.0 Mathematics Assessment, 72 percent of students scored at Level 3 or above. The goal on the 2014 FCAT 2.0 Mathematics Assessment is for 81 percent of students to score at Level 3 or above, an increase of 9 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- GO Math Houghton Mifflin
- Holt Mc Dougal
- Math Liaison
- Edgenuity e2020
- Math Pacing Guides

Targeted Barriers to Achieving the Goal

- A comparison of the 2013 actual performance and the 2014 targeted goal indicates the following subgroups failed to meet their AMO: White (72%/90%), Hispanic (72%/80%), ELL (58%/67%), SWD (49%/61%) and ED (70%/78%). Performance data indicates subgroups indicate that students demonstrate inconsistent background knowledge in composing and decomposing attributes and properties of two-and three-dimensional shapes/objects.
- Performance Data on the 2013 FCAT 2.0 indicates 33% of the students scored at level 3. The goal is to decrease the percentage of students scoring levels 1 or 2 and increase the percentage of students scoring level 3 to 35%. The lowest performance area was geometry and measurement because it is challenging for many students due to the multiple steps needed to problem solve.
- Performance Data on the 2013 FCAT 2.0 indicates 34% of students scored at level 4 or 5. The goal is to increase the percentage of students scoring at these levels to 35%. Students lack sufficient enrichment opportunities to engage in authentic problem solving activities incorporating the use of cooperative learning, manipulatives, critical thinking and oral/written communication of problem solving procedures.
- Performance Data for students not making learning gains (all students) on the 2013 FCAT 2.0 indicates that 72% of students achieved learning gains, and that there is a deficiency in opportunities to utilize problem solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.
- Performance Data for students not making learning gains (levels 1 and 2) on the 2013 FCAT 2.0 indicates that 75% of students achieved learning gains and that these students have a significant lack of familiarity with content vocabulary in geometry and measurement.
- Student surveys indicate students struggle to identify future careers and have difficulty choosing academies for high school enrollment.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments.

Person or Persons Responsible

Department Chair Math Liaison Assistant Principal MTSS Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments- District Interim Assessments. Summative Assessments- 2014 FCAT Math 2.0

G4. On the 2013 Algebra EOC 100 percent of the students scored at level 3 or above. The goal for the 2013-2014 school year will be to maintain the percent of students scoring at 3 or above on the Algebra EOC Exam.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Algebra 1 Honors Gold Series Prentice Hall Textbook Series
- Edgenuity e2020
- Math Liasion
- CPalms

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Algebra 1 End of Course Assessment all students scored three and above, with Reporting Category, Polynomials having the lowest mastery due to depth of knowledge in prime factorization skills.
- According to the results of the 2013 Algebra 1 End of Course Assessment, students need increased experience with technology, especially reading problems on screen, working them out on paper, and then reporting the answer on the computer.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessment

Person or Persons Responsible

Teacher Assistant Principal Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment- District Interim Assessments Summative Assessments-Results for the 2014 Algebra - End of Course

G5. On the 2013 Geometry EOC 100 percent of the students scored at a level 3 or above. The goal for the 2013-2014 school year is to maintain the percentage of students scoring at 3 or above on the Geometry EOC Exam.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Discovering Geometry and Investigative Approach Key Curriculum Press Textbook
- Geometry Sketchpad KCP Technology
- Edgenuity
- Math Liaison

Targeted Barriers to Achieving the Goal

- The results of the 2013 Geometry EOC indicate that students scoring 3 or above had difficulties with two-dimensional geometry due to limited opportunities to practice new vocabulary and concepts.
- The results of the 2013 Geometry EOC indicate that students scoring level 4 and level 5 need more experience in manipulating literal equations using technology and reading problems on screen, while working the problems out on paper.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments

Person or Persons Responsible

Grade Level Chair Department Chair Math Liaison Assistant Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative Assessments: Results for the 2014 Geometry EOC.

G6. On the 2013 FCAT 2.0 Science Assessment 62 percent of students in Grade 5 scored at level 3 or above. The goal on the 2014 FCAT 2.0 Science Assessment is for 66 percent of students to score at level 3 or above, an increase of 4 percentage points.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Scott Foresman Science
- Wright Group-Sciencesaurus
- FOSS Kits
- District Science Pacing Guide
- Online Resources: Study Jams, BrainPOP, Happy Scientist, NBC Learn, BBC Bite Size, CPALMS, etc..

Targeted Barriers to Achieving the Goal

- Performance Data on the 2013 FCAT 2.0 indicates 28% of the students scored at level 3. The goal is to decrease the percentage of students scoring levels 1 or 2 and increase the percentage of students scoring level 3 to 31%. The data for level 3 students indicates that there is a deficiency in Reporting Category: Nature of Science due to emphasis on performing experiments, rather than interpreting and analyzing data collected in experiments.
- Performance Data on the 2013 FCAT 2.0 indicates 34% of students scored at level 4 or 5. The goal is to increase the percentage of students scoring at these levels to 35%. The data for level 4-5 students indicates that there is a deficiency in Reporting Category: Physical and Life Science due to the terminology that is interchanged (synonyms) throughout textbooks and learning materials.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim.

Person or Persons Responsible

Science Liaison Assistant Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessments: Results for the 2014 FCAT Science Assessment

G7. On the 2013 FCAT 2.0 Science Assessment 53 percent of students in Grade 8 scored at level 3 or above. The goal on the 2014 FCAT 2.0 Science Assessment is for 57 percent of students to score at level 3 or above, an increase of 4 percentage points.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Pearson Interactive Comprehensive Science 1-3
- Physical Science CPO
- District Science Pacing Guide
- Online Resources: Gizmos, CPALMS, BrainPop, BBC Bite Size, NBC Learning, Edinformatics, etc..

Targeted Barriers to Achieving the Goal

- Performance Data on the 2013 FCAT 2.0 indicates 29% of the students scored at level 3. The goal is to decrease the percentage of students scoring levels 1 or 2 and increase the percentage of students scoring level 3 to 32%. The data for level 3 students indicates that there is a deficiency in Reporting Category: Physical and Life Science due to alignment of the district pacing guides FCAT Testing Calendar.
- Performance Data on the 2013 FCAT 2.0 indicates 24% of students scored at level 4 or 5. The goal is to increase the percentage of students scoring at these levels to 25%. The data for level 4-5 students indicates that there is a deficiency in Reporting Category: Physical Science due to a lack of in-depth understanding of atomic theory-force and motion, and thermal energy and heat concepts.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim.

Person or Persons Responsible

Department Chair Assistant Principal Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessments: Results for the 2014 Science FCAT 2.0

G8. The results of the 2013 M-DCPS Baseline Biology Assessment indicate 0% (0) of students achieved proficiency (Level 3). The goal for the 2013-2014 school year is to increase student proficiency by 50 percentage points to 50%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Biology Pearson by Miller and Levine
- District Science Pacing Guide
- Online Resource: Gizmos, PBS Learning Media, Edgenuity, Florida Achieves FOCUS, etc..

Targeted Barriers to Achieving the Goal

- Performance Data for Biology EOC Baseline indicates that there is a deficiency in Reporting Category: Molecular and Cellular Biology due to deficiency in depth of knowledge.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessment.

Person or Persons Responsible

Department Chairperson Assistant Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: District Interim Assessment, Summative Assessment: 2014 FCAT 2.0 Science Assessment

G9. The goal for the 2013-2014 school year is to increase student membership in the BUILT2 (STEM) Academy by 3 percentage points to 37%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Year At a Glance STEM Academy Curriculum
- LEGO League Robotics Competition
- Online Resources: NXT, TeachEngineering.org, International Technology and Engineering, Gizmos, Software Program - SCRATCH, etc.

Targeted Barriers to Achieving the Goal

- Limited resources and funding for the purchase of materials and technology needed to effectively implement the BUILT2 (STEM) Academy.

Plan to Monitor Progress Toward the Goal

Course Applications for the BUILT2 STEM Academy for 2014-2015 enrollment data for math and science high school courses.

Person or Persons Responsible

STEM Leaders Assistant Principals Principal EESAC

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Enrollment in STEM Academy

G10. Increase opportunities for students to identify future careers through CTE presentations in BUILT2 Academy (STEM) advanced math, science and technology courses.

Targets Supported

- CTE

Resources Available to Support the Goal

- Math/Science Department Chairperson
- Math/Science Liaisons
- Edgenuity e2020
- Counselors

Targeted Barriers to Achieving the Goal

- Student surveys indicate students struggle to identify future careers and have difficulty choosing academies for high school enrollment.

Plan to Monitor Progress Toward the Goal

Following the FCIM model review and analyze articulation results for high school courses.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule:

End of School Year

Evidence of Completion:

Percent of students enrolling in High School Math, High School Science and BUILT2 Technology courses for 2014-2015.

G11. The results of the 2013 M-DCPS Baseline Civics Assessment indicate 0% (0) of students achieved proficiency (Level 3). The goal for the 2013-2014 school year is to increase student proficiency by 50 percentage points to 50%.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- McMillan McGraw-Hill Civics, Economics and Geography
- Center for Civic Education-We the People The Citizens and the Constitution
- Center for Civic Education-Project Citizens
- McMillan McGraw-Hill- Living Constitution
- Online Resources such as: iCivics, Brainpop, Congress For Kids, etc...
- Miami-Dade County Public School Civics Pacing Guide

Targeted Barriers to Achieving the Goal

- Student demonstrate difficulty when reading and interpreting graphs, charts, maps, timelines, political cartoons and other graphic representations.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim.

Person or Persons Responsible

Department Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessments: Results for the 2014 Civics EOC

G12. Elementary School students who struggle are at risk of dropping out of school. Our goal is to increase the effectiveness of identifying student who are falling behind early enough to provide appropriate interventions and support.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Teachers
- Student Services Personnel
- MTSS/RTI Team
- Assistant Principals
- Principal

Targeted Barriers to Achieving the Goal

- Attendance plan not implemented with fidelity particularly for students who miss instructional time due to early dismissal or tardy arrival.
- Intervention plan has not reduced the percent of students not proficient in reading by Grade 3.
- Interventions are not as effective when students transfer during the school year.

Plan to Monitor Progress Toward the Goal

Early identification and implementation of appropriate interventions.

Person or Persons Responsible

Counselors MTSS/RtI Assistant Principals Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance records and logs. Progress Monitoring Rosters/Data

G13. Middle School students who struggle are at risk of dropping out of school. Our goal is to increase the effectiveness of identifying student who are falling behind early enough to provide appropriate interventions and support.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Teachers
- Student Services Personnel
- MTSS/RTI Team
- Assistant Principals
- Principal

Targeted Barriers to Achieving the Goal

- Attendance plan not implemented with fidelity particularly for students who miss instructional time due to early dismissal or tardy arrival.
- Students in grades 6 through 8 who failed more than one subject reported little support at home to address academic needs.
- Interventions are not as effective when students transfer during the school year.

Plan to Monitor Progress Toward the Goal

Early identification and implementation of appropriate interventions.

Person or Persons Responsible

Counselors MTSS/RtI Assistant Principals Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance records and logs. Progress Monitoring Rosters/Data

G14. The goal for the 2013-2014 school year is to increase the percentage of membership in the PTSA to represent 50% of the student population.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- PTSA Board
- Staff
- Students

Targeted Barriers to Achieving the Goal

- PTSA Membership drive is not ongoing.

Plan to Monitor Progress Toward the Goal

Update and review final PTSA Membership Logs

Person or Persons Responsible

Principal Assistant Principals PTSA Board

Target Dates or Schedule:

Monthly

Evidence of Completion:

Final PTSA Membership Logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 Reading Assessment 70 percent of students scored at level 3 or above. The goal on the 2014 FCAT 2.0 Reading is for 78 percent of students to score at level 3 or above, an increase of eight percentage points.

G1.B1 A comparison of the 2013 actual performance and the 2014 targeted goal indicates the following subgroups failed to meet their AMO: White (80%/84%), Hispanic (70%/78%), ELL (45%/57%), SWD (31%/57%) and ED (68%/75%). The area of deficiency as noted on the FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited experiences in reading complex text.

G1.B1.S1 Implement a language rich program to be delivered through whole group instruction, small group instruction, and intervention/tutorial programs.

Action Step 1

Teachers will implement Common Core strategies that target complex vocabulary/text. Students will determine the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meaning of unfamiliar complex words.

Person or Persons Responsible

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including, benchmark assessments.

Facilitator:

Reading Liaison

Participants:

Teachers Students

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

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

Person or Persons Responsible

LLT MTSS Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

LLT MTSS Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Reading Series Quizzes/Tests, District Interim Assessments

G1.B2 Performance Data on the 2013 FCAT 2.0 indicates 30% of the students scored at level 3. The goal is to decrease the percentage of students scoring levels 1 or 2 and increase the percentage of students scoring level 3 to 32%. The data for level 3 students indicates that there is a deficiency in Reporting Category 1: Vocabulary due to the emphasis on social media interaction and entertainment resulting in limited exposure to rigorous vocabulary.

G1.B2.S1 Utilize word walls, vocabulary maps, graphic organizers to build their general knowledge of words, word relationship and multiple meanings of words.

Action Step 1

Students should practice determining meaning of general academic words using concept maps, vocabulary maps, and word arrays.

Person or Persons Responsible

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmark assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Reading Series Quizzes/Tests, District Interim Assessments

G1.B3 Performance Data on the 2013 FCAT 2.0 indicates 39% of students scored at level 4 or 5. The goal is to increase the percentage of students scoring at these levels to 40%. The data for level 4 and 5 students indicates that there is a deficiency in Reporting Category 3: Literary Analysis. A lack of resources targeting critical analysis and higher order thinking hindered learner progress, specifically as it relates to the interpretation, organization, and evaluation of diverse forms of informational text.

G1.B3.S1 Provide students with opportunities to locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction.

Action Step 1

Students should also practice identifying the methods of development, as well as multiple patterns within a single passage.

Person or Persons Responsible

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Quizzes/Tests

Facilitator:

Reading Liaison

Participants:

Teachers Students

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Reading Series Quizzes/Tests, District Interim Assessments

G1.B4 Performance Data for students not making learning gains (all students) on the 2013 FCAT 2.0 indicates that 74% of students achieved learning gains and that there is a deficiency in Reporting Category 4: Informational Text/Research Process. Students have limited exposure to informational text .

G1.B4.S1 Collect, evaluate and summarize information using a variety of techniques from multiple sources that includes paraphrasing to convey ideas and details.

Action Step 1

Students should practice locating and verify details, critically analyzing text, and synthesizing details to draw correct conclusions.

Person or Persons Responsible

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Quizzes/Tests

Facilitator:

Reading Liaison

Participants:

Teachers Students

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes/Tests, District Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Reading Series Quizzes/Tests, District Interim Assessments

G1.B5 Performance Data for students not making learning gains (levels 1 and 2) on the 2013 FCAT 2.0 indicates that 65% of students achieved learning gains and that these students that there is a deficiency in Reporting Category 4: Informational Text/Research Process. Students have limited exposure to informational text.

G1.B5.S1 Require students to explain how particular text features aid the readers understanding of non-fiction text.

Action Step 1

Students will be exposed to informational text in order to locate, identify, and explain how the targeted text features aids the readers' understanding of the text.

Person or Persons Responsible

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests, District Interim Assessments

Facilitator:

Reading Liaison

Participants:

Teachers Students

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

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

Person or Persons Responsible

LLT MTSS Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes/Test, District Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

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

Person or Persons Responsible

LLT MTSS Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Reading Series Quizzes/Tests, District Interim Assessments

G1.B6 Performance Data for students on the 2013 CELLA indicates that ELL students have limited language proficiency, and in some cases limited resources and opportunities at home, resulting in limited listening/speaking practice.

G1.B6.S1 Implement a vocabulary enrichment initiative delivered through whole group instruction, small group instruction and intervention/tutorial programs.

Action Step 1

Utilize word walls, vocabulary maps, graphic organizers to build their English language literacy.

Person or Persons Responsible

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Quizzes/Tests

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes/Tests, District Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Reading Series Quizzes/Tests, District Interim Assessments

G1.B7 Performance Data for students on the 2013 CELLA indicates that ELL students' limited proficiency requires additional exposure to vocabulary rich experiences and that they lack the strong home language foundation on which to build their reading English language skills.

G1.B7.S1 Extend instructional time for the Implementation of a Vocabulary Enrichment Initiative through before school and after school tutorials that emphasize the development of vocabulary and reading comprehension.

Action Step 1

Create reading tutorials during homeroom and after school hours for LEP students.

Person or Persons Responsible

Teachers Assistant Principal LLT

Target Dates or Schedule

Weekly

Evidence of Completion

TeenBiz Reports Imagine Reports Tutorial Schedules ELL Tutorial Rosters

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

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

Person or Persons Responsible

LLT Assistant Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Program Performance Reports ELL Tutorial Rosters

Plan to Monitor Effectiveness of G1.B7.S1

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

Person or Persons Responsible

LLT Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Performance Data Reports ELL Tutorial Rosters

G1.B8 Students have difficulty demonstrating their writing proficiency due to Limited English language vocabulary.

G1.B8.S1 Implement Language Experience Approach in teaching ELL students to develop their writing skills.

Action Step 1

Set up individual or group activities where the students write about their own experiences.

Person or Persons Responsible

Teacher, Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work/Writing journals

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

Following the FCIM model, student writing is analyzed and used to develop vocabulary and writing skills.

Person or Persons Responsible

LLT Assistant Principal

Target Dates or Schedule

Bii-weekly

Evidence of Completion

Student work/writing journals

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, student writing journals are analyzed for evidence of implementation and growth.

Person or Persons Responsible

LLT Assistant Principal

Target Dates or Schedule

Per Semester

Evidence of Completion

Student writing journal, District Pre/Post Writing Test CELLA 2014

G2. On the 2013 FCAT 2.0 Writing Assessment 67 percent of students scored at 3.5 or above. The goal on the 2014 FCAT 2.0 Writing Assessment is for 70 percent of students to score at 3.5 or above, an increase of three percentage points.

G2.B1 Students demonstrate a lack of proficiency in use of mature vocabulary, cohesive sentence and paragraph structure and organization and in grammar and writing mechanics.

G2.B1.S1 Utilize the Miami-Dade County Writing Pacing Guide throughout the year to strengthen students' control of writing with fluidity and understanding basic and complex grammatical structures.

Action Step 1

Teachers will conference with students to revise and/or edit student writing for conventions. Students will peer edit their writing for conventions using a revising/editing chart.

Person or Persons Responsible

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' edited work

Facilitator:

Participants:

Teachers Students

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

Following the FCIM Model, writers' notebook will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Students' Published Work

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM Model, writers' notebook will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Writing Quizzes/Tests, District Mid-Year Writing Assessment

G3. On the 2013 2.0 Mathematics Assessment, 72 percent of students scored at Level 3 or above. The goal on the 2014 FCAT 2.0 Mathematics Assessment is for 81 percent of students to score at Level 3 or above, an increase of 9 percentage points.

G3.B1 A comparison of the 2013 actual performance and the 2014 targeted goal indicates the following subgroups failed to meet their AMO: White (72%/90%), Hispanic (72%/80%), ELL (58%/67%), SWD (49%/61%) and ED (70%/78%). Performance data indicates subgroups indicate that students demonstrate inconsistent background knowledge in composing and decomposing attributes and properties of two-and three-dimensional shapes/objects.

G3.B1.S1 Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. infusing literacy in the mathematics classroom to use mathematics terminology embedded throughout lessons by the teacher and students, journals written by students reflecting about the math they learned, interactive "word walls" created by teacher and students in conjunction with each lesson, or books used as lesson lead-in, guided practice or closure of the lesson.

Action Step 1

Students will use the language of math through repeated exposure, the use of graphic organizers, and mathematical discourse through journal writing and interactive word walls.

Person or Persons Responsible

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher conferences with students after completion of summative reflection journals.

Facilitator:

Math Liaison

Participants:

Teachers Students

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

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

Person or Persons Responsible

Grade Level Chair Department Chair Math Liaison Assistant Principal MTSS Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

Department Chair Math Liaison Assistant Principal MTSS Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Math Series Quizzes/Tests, District Interim Assessments

G3.B2 Performance Data on the 2013 FCAT 2.0 indicates 33% of the students scored at level 3. The goal is to decrease the percentage of students scoring levels 1 or 2 and increase the percentage of students scoring level 3 to 35%. The lowest performance area was geometry and measurement because it is challenging for many students due to the multiple steps needed to problem solve.

G3.B2.S1 Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.

Action Step 1

Teachers will implement Common Core strategies that target the use of multiple representations to translate and model real world geometrical figures and application.

Person or Persons Responsible

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, projects, and site generated assessments, including benchmark assessments.

Facilitator:

Math Liaison

Participants:

Teachers Students

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

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

Person or Persons Responsible

Grade Level Chair Department Chair Math Liaison Assistant Principal

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Follow FCIM using data from Interim and FCAT 2.0.

Person or Persons Responsible

Grade Level Chair Department Chair Math Liaison Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- District Interim Assessments Summative Assessments-Results for the 2014 Math FCAT 2.0.

G3.B3 Performance Data on the 2013 FCAT 2.0 indicates 34% of students scored at level 4 or 5. The goal is to increase the percentage of students scoring at these levels to 35%. Students lack sufficient enrichment opportunities to engage in authentic problem solving activities incorporating the use of cooperative learning, manipulatives, critical thinking and oral/written communication of problem solving procedures.

G3.B3.S1 Implement a rotation schedule for small group instruction during the mathematics block using enrichment activities that incorporate the use of learning logs, technology, and manipulatives through project based learning.

Action Step 1

Teachers will implement Common Core strategies that target the use of multiple representations to translate and model real world geometrical figures and application.

Person or Persons Responsible

Teacher Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, projects, and site generated assessments, including, benchmark assessments.

Facilitator:

Math Liaison

Participants:

Teacher Students

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

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

Person or Persons Responsible

Grade Level Chair Department Chair Math Liaison Assistant Principal

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

Grade Level Chair Department Chair Math Liaison Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- District Interim Assessments Summative Assessments-Results for the 2014 FCAT 2.0

G3.B4 Performance Data for students not making learning gains (all students) on the 2013 FCAT 2.0 indicates that 72% of students achieved learning gains, and that there is a deficiency in opportunities to utilize problem solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

G3.B4.S1 Provide students with models and manipulatives to enable them to visualize, draw, and measure cross-sections of a range of geometric solids and the opportunities to write a step by step process and identify learned concepts to eliminate misconceptions through interactive notebooks.

Action Step 1

Teachers will implement Common Core strategies that target the use of multiple representations to translate and model real world geometrical figures and application.

Person or Persons Responsible

Teacher Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, projects, and site generated assessments, including benchmark assessments.

Facilitator:

Math Liaison

Participants:

Teacher Students

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

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

Person or Persons Responsible

Grade Level Chair Department Chair Math Liaison Assistant Principal MTSS Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

Grade Level Chair Department Chair Math Liaison Assistant Principal MTSS Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- District Interim Assessments Summative Assessments-Results for the 2014 FCAT 2.0

G3.B5 Performance Data for students not making learning gains (levels 1 and 2) on the 2013 FCAT 2.0 indicates that 75% of students achieved learning gains and that these students have a significant lack of familiarity with content vocabulary in geometry and measurement.

G3.B5.S1 Students will be immersed in the language of math through repeated exposure, the use of graphic organizers, and mathematical discourse.

Action Step 1

Teachers will implement Common Core strategies that target the use of multiple representations to translate and model real world geometrical figures and application.

Person or Persons Responsible

Teacher Student

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, projects, and site generated assessments, including benchmark assessments.

Facilitator:

Math Liaison

Participants:

Teacher Student

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

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

Person or Persons Responsible

Grade Level Chair Department Chair Math Liaison Assistant Principal MTSS Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G3.B5.S1

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

Grade Level Chair Department Chair Math Liaison Assistant Principal MTSS Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- District Interim Assessments Summative Assessments-Results for the 2014 FCAT 2.0

G3.B6 Student surveys indicate students struggle to identify future careers and have difficulty choosing academies for high school enrollment.

G3.B6.S1 Increase student awareness of STEM careers and the need to enroll in accelerated Science and Math courses through BUILT2 guest speaker presentations and field trips.

Action Step 1

Schedule presentations and field trips that highlight targeted disciplines and careers.

Person or Persons Responsible

Teachers Counselors Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 BUILT2 Curricular Pacing Guide, Field Trip(s) Calendar, Speaker Presentations Agendas

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

Following the FCIM model, review the scheduling and participation rate of speaker presentations and field trips.

Person or Persons Responsible

Department Chairpersons BUILT2 Curriculum and Activities Leaders Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Field Trip(s) Calendar, Speaker Presentations Agendas

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM model, review and analyze the schedule and participation rates for speaker presentations and fieldtrips each grading period.

Person or Persons Responsible

Counselor Assistant Principal Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Student participation in career speaker series and fieldtrips. 2014 Student enrollment in High School Math and Science courses

G4. On the 2013 Algebra EOC 100 percent of the students scored at level 3 or above. The goal for the 2013-2014 school year will be to maintain the percent of students scoring at 3 or above on the Algebra EOC Exam.

G4.B1 According to the results of the 2013 Algebra 1 End of Course Assessment all students scored three and above, with Reporting Category, Polynomials having the lowest mastery due to depth of knowledge in prime factorization skills.

G4.B1.S1 Provide opportunities for students to practice prime factorization and simplification of polynomial expressions.

Action Step 1

Daily Warm-ups with spiraling of curriculum for polynomials and prime factorization.

Person or Persons Responsible

Teacher Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, projects, and site generated assessments, including, benchmark assessments.

Facilitator:

Math Liaison

Participants:

Teacher Students

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

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

Person or Persons Responsible

Grade Level Chair Department Chair Math Liaison Assistant Principal EESAC

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Follow FCIM using data from Interim Assessments

Person or Persons Responsible

Grade Level Chair Department Chair Math Liaison Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- District Interim Assessments 2014 Algebra End of Course Assessment

G4.B2 According to the results of the 2013 Algebra 1 End of Course Assessment, students need increased experience with technology, especially reading problems on screen, working them out on paper, and then reporting the answer on the computer.

G4.B2.S1 Develop a format for students to show work when they solve on-screen problems. Develop a bank of problems for students to do on the computer. Develop a format to help students plan and solve the problems on paper.

Action Step 1

Daily Warm-ups with spiraling of curriculum for polynomials and prime factorization.

Person or Persons Responsible

Teacher Student

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, projects, and site generated assessments, including, benchmark assessments.

Facilitator:

Math Liaison

Participants:

Teacher Student

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

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

Person or Persons Responsible

Grade Level Chair Department Chair Math Liaison Assistant Principal EESAC

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Follow FCIM using data from Interim Assessments

Person or Persons Responsible

Grade Level Chair Department Chair Math Liaison Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- District Interim Assessments Summative Assessments-Algebra End of Course Assessment

G5. On the 2013 Geometry EOC 100 percent of the students scored at a level 3 or above. The goal for the 2013-2014 school year is to maintain the percentage of students scoring at 3 or above on the Geometry EOC Exam.

G5.B1 The results of the 2013 Geometry EOC indicate that students scoring 3 or above had difficulties with two-dimensional geometry due to limited opportunities to practice new vocabulary and concepts.

G5.B1.S1 Provide students with opportunities to support mathematical fluency and problem solving proficiency in situations involving trigonometry

Action Step 1

Teachers will implement strategies that target the use of multiple representations to translate and model real world geometrical figures and application.

Person or Persons Responsible

Teacher Student

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily Warm-ups with spiraling of curriculum for trigonometry and discrete mathematics.

Facilitator:

Math Liaison

Participants:

Teacher Student

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

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

Person or Persons Responsible

Grade Level Chair Department Chair Math Liaison Assistant Principal

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Follow FCIM using data from Interim and Geometry EOC.

Person or Persons Responsible

Grade Level Chair Department Chair Math Liaison Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- District Interim Assessments Summative Assessments-Results for the 2014 Geometry EOC

G6. On the 2013 FCAT 2.0 Science Assessment 62 percent of students in Grade 5 scored at level 3 or above. The goal on the 2014 FCAT 2.0 Science Assessment is for 66 percent of students to score at level 3 or above, an increase of 4 percentage points.

G6.B1 Performance Data on the 2013 FCAT 2.0 indicates 28% of the students scored at level 3. The goal is to decrease the percentage of students scoring levels 1 or 2 and increase the percentage of students scoring level 3 to 31%.The data for level 3 students indicates that there is a deficiency in Reporting Category: Nature of Science due to emphasis on performing experiments, rather than interpreting and analyzing data collected in experiments.

G6.B1.S1 Increase opportunities to analyze experimental data and develop conclusions which should be integrated with new Common Core requirements for writing.

Action Step 1

Teachers will provide guides for analyzing experimental data and developing conclusions. Students will use science journals to write laboratory conclusions incorporating claims, evidence, and reasoning as delineated by Common Core Standards.

Person or Persons Responsible

Teacher Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Science Journals

Facilitator:

Science Liaison

Participants:

Teacher Students

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

Following the FCIM model, the weekly quizzes will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Science Liaison Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests, District Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

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

Person or Persons Responsible

Science Liaison Assistant Principal

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Scott Foresman Quizzes/Tests, District Interim Assessments

G6.B2 Performance Data on the 2013 FCAT 2.0 indicates 34% of students scored at level 4 or 5. The goal is to increase the percentage of students scoring at these levels to 35%. The data for level 4-5 students indicates that there is a deficiency in Reporting Category: Physical and Life Science due to the terminology that is interchanged (synonyms) throughout textbooks and learning materials.

G6.B2.S1 Increase opportunities for students to write and/or speak to explain vocabulary concept acquisition.

Action Step 1

Teachers will use science journals and interactive word walls to provide students with opportunities to use vocabulary acquired. Students will integrate targeted vocabulary in reflection journals.

Person or Persons Responsible

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' work, Science interactive journals

Facilitator:

Science Liaison

Participants:

Teachers Students

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

Following the FCIM model, the weekly quizzes will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Science Liaison Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests, District Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S1

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

Person or Persons Responsible

Science Liaison Assistant Principal

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: McMillan McGrawHill Quizzes/Tests and District Interim Assessments

G7. On the 2013 FCAT 2.0 Science Assessment 53 percent of students in Grade 8 scored at level 3 or above. The goal on the 2014 FCAT 2.0 Science Assessment is for 57 percent of students to score at level 3 or above, an increase of 4 percentage points.

G7.B1 Performance Data on the 2013 FCAT 2.0 indicates 29% of the students scored at level 3. The goal is to decrease the percentage of students scoring levels 1 or 2 and increase the percentage of students scoring level 3 to 32%. The data for level 3 students indicates that there is a deficiency in Reporting Category: Physical and Life Science due to alignment of the district pacing guides FCAT Testing Calendar.

G7.B1.S1 Promote the use of spiraling warm ups to enhance and remediate student conceptual understanding of life and physical science topics.

Action Step 1

Teachers will develop and implement a spiraling curriculum to enhance and remediate life and physical science topic. Students will apply conceptual knowledge in science journals.

Person or Persons Responsible

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' Work Science Journals

Facilitator:

Science Liaison

Participants:

Teachers Students

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

Following the FCIM model, the weekly quizzes will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Department Chair Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests, District Interim Assessments

Plan to Monitor Effectiveness of G7.B1.S1

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

Person or Persons Responsible

Department Chair Assistant Principal

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: McMillan McGrawHill Quizzes/Tests and District Interim Assessments

G7.B2 Performance Data on the 2013 FCAT 2.0 indicates 24% of students scored at level 4 or 5. The goal is to increase the percentage of students scoring at these levels to 25%. The data for level 4-5 students indicates that there is a deficiency in Reporting Category: Physical Science due to a lack of in-depth understanding of atomic theory-force and motion, and thermal energy and heat concepts.

G7.B2.S1 Promote the use of instructional technologies (Gizmos, Florida Achieves FOCUS, etc..) to enhance and remediate student conceptual understanding of topics being addressed.

Action Step 1

Teachers will integrate virtual labs into the lessons, and students will be assigned topics using different web-based programs.

Person or Persons Responsible

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Conclusions from Virtual Labs

Facilitator:

Science Department Chair

Participants:

Teachers Students

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

Following the FCIM model, the weekly quizzes will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Department Chair Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests, District Interim Assessments

Plan to Monitor Effectiveness of G7.B2.S1

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

Person or Persons Responsible

Department Chair Assistant Principal

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: McMillan McGrawHill Quizzes/Tests and District Interim Assessments

G8. The results of the 2013 M-DCPS Baseline Biology Assessment indicate 0% (0) of students achieved proficiency (Level 3). The goal for the 2013-2014 school year is to increase student proficiency by 50 percentage points to 50%.

G8.B1 Performance Data for Biology EOC Baseline indicates that there is a deficiency in Reporting Category: Molecular and Cellular Biology due to deficiency in depth of knowledge.

G8.B1.S1 Provide inquiry based, hand-on laboratory activities incorporating Common Core Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain orally and in writing the results and their experiences.

Action Step 1

Teachers will conduct inquiry based lab activities on function and structure of prokaryotic and eukaryotic cells and the four major categories of biological macromolecules. Students will create lab report that includes description and drawing of the targeted cells and molecules.

Person or Persons Responsible

Teacher Students

Target Dates or Schedule

On-going

Evidence of Completion

Student work-lab reports, Unit assessments

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

Following the FCIM, bi-weekly classroom walkthroughs, analysis of lesson plans and student work folders will be reviewed and data from unit tests will be analyzed.

Person or Persons Responsible

Department Chairperson Assistant Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Lesson Plans, Student Work, Unit Tests, District Interim Assessments

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM, analyze data from unit tests as well as Interim Assessment.

Person or Persons Responsible

Department Chairperson Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Unit Tests, District Interim Assessment

G9. The goal for the 2013-2014 school year is to increase student membership in the BUILT2 (STEM) Academy by 3 percentage points to 37%.

G9.B1 Limited resources and funding for the purchase of materials and technology needed to effectively implement the BUILT2 (STEM) Academy.

G9.B1.S1 Identify and apply for available grants to obtain the necessary funds to purchase materials for the BUILT2 Academy curriculum.

Action Step 1

Teachers will apply for different grants and create a budget to present to EESAC to purchase needed materials.

Person or Persons Responsible

Teachers STEM Leaders EESAC

Target Dates or Schedule

Ongoing

Evidence of Completion

Materials EESAC Minutes

Facilitator:

STEM Leaders

Participants:

Teachers STEM Leaders EESAC

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

Following the FCIM model, the budget will be reviewed and materials will be inventoried as needed.

Person or Persons Responsible

STEM Leaders Assistant Principals EESAC

Target Dates or Schedule

Monthly

Evidence of Completion

Budget Proposals New Grant Applications

Plan to Monitor Effectiveness of G9.B1.S1

Person or Persons Responsible

STEM Leaders Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Budget Grant Award Letters

G10. Increase opportunities for students to identify future careers through CTE presentations in BUILT2 Academy (STEM) advanced math, science and technology courses.

G10.B1 Student surveys indicate students struggle to identify future careers and have difficulty choosing academies for high school enrollment.

G10.B1.S1 Increase student awareness of STEM careers and the need to enroll in accelerated Science and Math courses through BUILT2 guest speaker presentations and field trips.

Action Step 1

Schedule presentations and field trips

Person or Persons Responsible

Teachers Counselors Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 Student enrollment in High School Math and Science courses. Student enrollment in BUILT 2 technology courses.

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

Following the FCIM model, review the scheduling and participation rate of speaker presentations and fieldtrips.

Person or Persons Responsible

Department Chairpersons BUILT2 Curriculum and Activities Leaders Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 student enrollment in High School Math and Science courses. 2014 student enrollment in BUILT 2 Technology courses.

Plan to Monitor Effectiveness of G10.B1.S1

Following the FCIM model, review and analyze the schedule and participation rates for speaker presentations and fieldtrips on a monthly basis.

Person or Persons Responsible

Counselor Assistant Principal Principal

Target Dates or Schedule

Monthly

Evidence of Completion

2014 student enrollment data for Advanced Science/Math and BUILT2 technology courses.

G11. The results of the 2013 M-DCPS Baseline Civics Assessment indicate 0% (0) of students achieved proficiency (Level 3). The goal for the 2013-2014 school year is to increase student proficiency by 50 percentage points to 50%.

G11.B1 Student demonstrate difficulty when reading and interpreting graphs, charts, maps, timelines, political cartoons and other graphic representations.

G11.B1.S1 Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.

Action Step 1

Teachers will provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics. Students will interpret primary and secondary sources of information.

Person or Persons Responsible

Teachers Students

Target Dates or Schedule

Weekly

Evidence of Completion

Students' Work, Quizzes/Tests

Facilitator:

Social Studies Liaison

Participants:

Teachers Students

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

Following the FCIM model, the weekly quizzes will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests, District Interim Assessments

Plan to Monitor Effectiveness of G11.B1.S1

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

Person or Persons Responsible

Department Chair

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: McMillan McGrawHill Quizzes/Tests and District Interim Assessments

G12. Elementary School students who struggle are at risk of dropping out of school. Our goal is to increase the effectiveness of identifying student who are falling behind early enough to provide appropriate interventions and support.

G12.B1 Attendance plan not implemented with fidelity particularly for students who miss instructional time due to early dismissal or tardy arrival.

G12.B1.S1 Include weekly revisions of arrival and dismissal logs by counselors to ensure students who miss instructional time due to early dismissal and/or late arrival are identified and issues are addressed.

Action Step 1

Identification of students missing instructional time due to attendance and implementation of attendance plan procedures.

Person or Persons Responsible

Counselors Teachers Assistant Principals

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Contact Phone Logs Attendance Conferences-Counselors Attendance Conferences-Administration

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

List of targeted students with attendance phone log stating intervention step

Person or Persons Responsible

Counselors Assistant Principals

Target Dates or Schedule

Monthly

Evidence of Completion

Meetings held with parents of targeted students

Plan to Monitor Effectiveness of G12.B1.S1

Reduction in percent of students arriving late and dismissing early.

Person or Persons Responsible

Counselors Assistant Principals Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Conference logs and attendance records

G12.B2 Intervention plan has not reduced the percent of students not proficient in reading by Grade 3.

G12.B2.S1 Prioritize identification for students in Grades K-2 and establish early interventions and implement with fidelity the RTI process.

Action Step 1

Identification of underperforming students and implementation of intervention plan

Person or Persons Responsible

Counselors, Teachers, MSST/RTI, Assistant Principals

Target Dates or Schedule

Ongoing

Evidence of Completion

TIER Intervention Roster PMP BIP/FAB

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

Implement interventions and monitor results.

Person or Persons Responsible

Teachers MSST/RTI Assistant Principals

Target Dates or Schedule

Monthly

Evidence of Completion

Progress Monitoring Reports

Plan to Monitor Effectiveness of G12.B2.S1

Review achievement data, progress monitoring reports, and report cards to ensure interventions are appropriate.

Person or Persons Responsible

MSST/RtI Assistant Principals Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Progress Monitoring Reports, Report Cards, MSST/RtI logs.

G12.B3 Interventions are not as effective when students transfer during the school year.

G12.B3.S1 Meet with registrar, counselors and student services personnel to establish a procedure for immediate review of records and identification of underperforming students who transfer to our school.

Action Step 1

Develop and implement procedure for identification of low performing transfer students that includes immediate access to appropriate interventions.

Person or Persons Responsible

Registrar Teachers Counselors MTSS/RtI Assistant Principals

Target Dates or Schedule

On-going

Evidence of Completion

Progress Monitoring Data

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

Review of registration/achievement records of students new to the school.

Person or Persons Responsible

MSST/RTI Assistant Principals

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Counselor reports

Plan to Monitor Effectiveness of G12.B3.S1

Review progress monitoring records to follow transfer student's progress and intervention schedule if needed.

Person or Persons Responsible

MSST/RTI Assistant Principals Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Counselor's Transfer Student Intervention Log

G13. Middle School students who struggle are at risk of dropping out of school. Our goal is to increase the effectiveness of identifying student who are falling behind early enough to provide appropriate interventions and support.

G13.B1 Attendance plan not implemented with fidelity particularly for students who miss instructional time due to early dismissal or tardy arrival.

G13.B1.S1 Include weekly revisions of arrival and dismissal logs by counselors to ensure students who miss instructional time due to early dismissal and/or late arrival are identified and issues are addressed.

Action Step 1

Identification of students missing instructional time due to attendance and implementation of attendance plan procedures.

Person or Persons Responsible

Counselors Teachers Assistant Principals

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Contact Phone Logs Attendance Conferences-Counselors Attendance Conferences-Adminstration

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

List of targeted students with attendance phone log stating intervention step

Person or Persons Responsible

Counselors Assistant Principals

Target Dates or Schedule

Monthly

Evidence of Completion

Meetings held with parents of targeted students

Plan to Monitor Effectiveness of G13.B1.S1

Reduction in percent of students arriving late and dismissing early.

Person or Persons Responsible

Counselors Assistant Principals Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Conference logs and attendance records

G13.B2 Students in grades 6 through 8 who failed more than one subject reported little support at home to address academic needs.

G13.B2.S1 Establish homework tutorial program for all middle school students in order to provide support not available at home.

Action Step 1

Register struggling middle school students for homework intervention program.

Person or Persons Responsible

Counselors, Teachers, MSST/RTI, Assistant Principals

Target Dates or Schedule

Ongoing

Evidence of Completion

Homework Assistance Program Attendance Roster

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

Implement interventions and monitor results.

Person or Persons Responsible

Teachers MSST/RTI Assistant Principals

Target Dates or Schedule

Monthly

Evidence of Completion

Homework Assistance Program Attendance Roster Progress Monitoring Reports

Plan to Monitor Effectiveness of G13.B2.S1

Review achievement data, progress monitoring reports, and report cards to ensure intervention is effective

Person or Persons Responsible

MSST/RtI Assistant Principals Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Homework Assistance Attendance Rosters, Progress Monitoring Reports, Report Cards, MSST/RtI logs.

G13.B3 Interventions are not as effective when students transfer during the school year.

G13.B3.S1 Meet with registrar, counselors and student services personnel to establish a procedure for immediate review or records and identification of under performing students who transfer to our school.

Action Step 1

Develop and implement procedure for identification of low performing transfer students that includes immediate access to appropriate interventions.

Person or Persons Responsible

Registrar Teachers Counselors MTSS/RtI Assistant Principals

Target Dates or Schedule

On-going

Evidence of Completion

Progress Monitoring Data

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

Review of registration/achievement records of students new to the school.

Person or Persons Responsible

MSST/RTI Assistant Principals

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Counselor reports

Plan to Monitor Effectiveness of G13.B3.S1

Review progress monitoring records to follow transfer student's progress and intervention schedule if needed.

Person or Persons Responsible

MSST/RTI Assistant Principals Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Counselor's Transfer Student Intervention Log

G14. The goal for the 2013-2014 school year is to increase the percentage of membership in the PTSA to represent 50% of the student population.

G14.B1 PTSA Membership drive is not ongoing.

G14.B1.S1 Implement a PTSA membership drive to increase parental and student membership throughout the school year.

Action Step 1

Update and review the PTSA membership logs.

Person or Persons Responsible

Principal Assistant Principals PTSA Board

Target Dates or Schedule

Monthly

Evidence of Completion

PTSA Membership Logs

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

Update and review PTSA membership logs.

Person or Persons Responsible

Principal Assistant Principals PTSA Board

Target Dates or Schedule

Monthly

Evidence of Completion

PTSA Membership Logs

Plan to Monitor Effectiveness of G14.B1.S1

Update and review PTSA Membership Logs.

Person or Persons Responsible

Principal Assistant Principals PTSA Board

Target Dates or Schedule

Monthly

Evidence of Completion

PTSA Membership Logs

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

Winston Park K-8 Center services students requiring additional academic/emotional support. The district coordinates with Title II and Title III in ensuring staff development needs are provided. The MTSS/RtI, the Literacy Leadership Team, and the School Based Instructional Leadership Team develop, implement, and assess school core content standards/programs; identify and analyze research based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for “at risk” students; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the schoolwide program are special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. Title III funds are used to provide English Language Learners supplemental instruction through tutoring programs utilizing research based reading materials. In addition, a Middle School Enrichment grant funds a homework assistance program for all students in Grades 6 through 8.

Winston Park K-8 Center offers students non-violence and anti-drug programs which involve field trips, community service activities, drug tests, and counseling. All students in Grade 5 participate in the DARE Program. All members of the school staff participated in the development and enforcement of the school's anti-bullying plan. Special presentations from local law enforcement agencies, as well as representatives from the state attorney's office, are scheduled throughout the year to acquaint students with the dangers presented by the INTERNET and emerging social media sites.

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. In addition nutrition education, as per state statute, is taught through physical education. The school's Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. On the 2013 FCAT 2.0 Reading Assessment 70 percent of students scored at level 3 or above. The goal on the 2014 FCAT 2.0 Reading is for 78 percent of students to score at level 3 or above, an increase of eight percentage points.

G1.B1 A comparison of the 2013 actual performance and the 2014 targeted goal indicates the following subgroups failed to meet their AMO: White (80%/84%), Hispanic (70%/78%), ELL (45%/57%), SWD (31%/57%) and ED (68%/75%). The area of deficiency as noted on the FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited experiences in reading complex text.

G1.B1.S1 Implement a language rich program to be delivered through whole group instruction, small group instruction, and intervention/tutorial programs.

PD Opportunity 1

Teachers will implement Common Core strategies that target complex vocabulary/text. Students will determine the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meaning of unfamiliar complex words.

Facilitator

Reading Liaison

Participants

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including, benchmark assessments.

G1.B3 Performance Data on the 2013 FCAT 2.0 indicates 39% of students scored at level 4 or 5. The goal is to increase the percentage of students scoring at these levels to 40%. The data for level 4 and 5 students indicates that there is a deficiency in Reporting Category 3: Literary Analysis. A lack of resources targeting critical analysis and higher order thinking hindered learner progress, specifically as it relates to the interpretation, organization, and evaluation of diverse forms of informational text.

G1.B3.S1 Provide students with opportunities to locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction.

PD Opportunity 1

Students should also practice identifying the methods of development, as well as multiple patterns within a single passage.

Facilitator

Reading Liaison

Participants

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Quizzes/Tests

G1.B4 Performance Data for students not making learning gains (all students) on the 2013 FCAT 2.0 indicates that 74% of students achieved learning gains and that there is a deficiency in Reporting Category 4: Informational Text/Research Process. Students have limited exposure to informational text .

G1.B4.S1 Collect, evaluate and summarize information using a variety of techniques from multiple sources that includes paraphrasing to convey ideas and details.

PD Opportunity 1

Students should practice locating and verify details, critically analyzing text, and synthesizing details to draw correct conclusions.

Facilitator

Reading Liaison

Participants

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Quizzes/Tests

G1.B5 Performance Data for students not making learning gains (levels 1 and 2) on the 2013 FCAT 2.0 indicates that 65% of students achieved learning gains and that these students that there is a deficiency in Reporting Category 4: Informational Text/Research Process. Students have limited exposure to informational text.

G1.B5.S1 Require students to explain how particular text features aid the readers understanding of non-fiction text.

PD Opportunity 1

Students will be exposed to informational text in order to locate, identify, and explain how the targeted text features aids the readers' understanding of the text.

Facilitator

Reading Liaison

Participants

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests, District Interim Assessments

G2. On the 2013 FCAT 2.0 Writing Assessment 67 percent of students scored at 3.5 or above. The goal on the 2014 FCAT 2.0 Writing Assessment is for 70 percent of students to score at 3.5 or above, an increase of three percentage points.

G2.B1 Students demonstrate a lack of proficiency in use of mature vocabulary, cohesive sentence and paragraph structure and organization and in grammar and writing mechanics.

G2.B1.S1 Utilize the Miami-Dade County Writing Pacing Guide throughout the year to strengthen students' control of writing with fluidity and understanding basic and complex grammatical structures.

PD Opportunity 1

Teachers will conference with students to revise and/or edit student writing for conventions. Students will peer edit their writing for conventions using a revising/editing chart.

Facilitator

Participants

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' edited work

G3. On the 2013 2.0 Mathematics Assessment, 72 percent of students scored at Level 3 or above. The goal on the 2014 FCAT 2.0 Mathematics Assessment is for 81 percent of students to score at Level 3 or above, an increase of 9 percentage points.

G3.B1 A comparison of the 2013 actual performance and the 2014 targeted goal indicates the following subgroups failed to meet their AMO: White (72%/90%), Hispanic (72%/80%), ELL (58%/67%), SWD (49%/61%) and ED (70%/78%). Performance data indicates subgroups indicate that students demonstrate inconsistent background knowledge in composing and decomposing attributes and properties of two-and three-dimensional shapes/objects.

G3.B1.S1 Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. infusing literacy in the mathematics classroom to use mathematics terminology embedded throughout lessons by the teacher and students, journals written by students reflecting about the math they learned, interactive "word walls" created by teacher and students in conjunction with each lesson, or books used as lesson lead-in, guided practice or closure of the lesson.

PD Opportunity 1

Students will use the language of math through repeated exposure, the use of graphic organizers, and mathematical discourse through journal writing and interactive word walls.

Facilitator

Math Liaison

Participants

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher conferences with students after completion of summative reflection journals.

G3.B2 Performance Data on the 2013 FCAT 2.0 indicates 33% of the students scored at level 3. The goal is to decrease the percentage of students scoring levels 1 or 2 and increase the percentage of students scoring level 3 to 35%. The lowest performance area was geometry and measurement because it is challenging for many students due to the multiple steps needed to problem solve.

G3.B2.S1 Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.

PD Opportunity 1

Teachers will implement Common Core strategies that target the use of multiple representations to translate and model real world geometrical figures and application.

Facilitator

Math Liaison

Participants

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, projects, and site generated assessments, including benchmark assessments.

G3.B3 Performance Data on the 2013 FCAT 2.0 indicates 34% of students scored at level 4 or 5. The goal is to increase the percentage of students scoring at these levels to 35%. Students lack sufficient enrichment opportunities to engage in authentic problem solving activities incorporating the use of cooperative learning, manipulatives, critical thinking and oral/written communication of problem solving procedures.

G3.B3.S1 Implement a rotation schedule for small group instruction during the mathematics block using enrichment activities that incorporate the use of learning logs, technology, and manipulatives through project based learning.

PD Opportunity 1

Teachers will implement Common Core strategies that target the use of multiple representations to translate and model real world geometrical figures and application.

Facilitator

Math Liaison

Participants

Teacher Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, projects, and site generated assessments, including, benchmark assessments.

G3.B4 Performance Data for students not making learning gains (all students) on the 2013 FCAT 2.0 indicates that 72% of students achieved learning gains, and that there is a deficiency in opportunities to utilize problem solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement in the mathematics classroom.

G3.B4.S1 Provide students with models and manipulatives to enable them to visualize, draw, and measure cross-sections of a range of geometric solids and the opportunities to write a step by step process and identify learned concepts to eliminate misconceptions through interactive notebooks.

PD Opportunity 1

Teachers will implement Common Core strategies that target the use of multiple representations to translate and model real world geometrical figures and application.

Facilitator

Math Liaison

Participants

Teacher Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, projects, and site generated assessments, including benchmark assessments.

G3.B5 Performance Data for students not making learning gains (levels 1 and 2) on the 2013 FCAT 2.0 indicates that 75% of students achieved learning gains and that these students have a significant lack of familiarity with content vocabulary in geometry and measurement.

G3.B5.S1 Students will be immersed in the language of math through repeated exposure, the use of graphic organizers, and mathematical discourse.

PD Opportunity 1

Teachers will implement Common Core strategies that target the use of multiple representations to translate and model real world geometrical figures and application.

Facilitator

Math Liaison

Participants

Teacher Student

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, projects, and site generated assessments, including benchmark assessments.

G4. On the 2013 Algebra EOC 100 percent of the students scored at level 3 or above. The goal for the 2013-2014 school year will be to maintain the percent of students scoring at 3 or above on the Algebra EOC Exam.

G4.B1 According to the results of the 2013 Algebra 1 End of Course Assessment all students scored three and above, with Reporting Category, Polynomials having the lowest mastery due to depth of knowledge in prime factorization skills.

G4.B1.S1 Provide opportunities for students to practice prime factorization and simplification of polynomial expressions.

PD Opportunity 1

Daily Warm-ups with spiraling of curriculum for polynomials and prime factorization.

Facilitator

Math Liaison

Participants

Teacher Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, projects, and site generated assessments, including, benchmark assessments.

G4.B2 According to the results of the 2013 Algebra 1 End of Course Assessment, students need increased experience with technology, especially reading problems on screen, working them out on paper, and then reporting the answer on the computer.

G4.B2.S1 Develop a format for students to show work when they solve on-screen problems. Develop a bank of problems for students to do on the computer. Develop a format to help students plan and solve the problems on paper.

PD Opportunity 1

Daily Warm-ups with spiraling of curriculum for polynomials and prime factorization.

Facilitator

Math Liaison

Participants

Teacher Student

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, projects, and site generated assessments, including, benchmark assessments.

G5. On the 2013 Geometry EOC 100 percent of the students scored at a level 3 or above. The goal for the 2013-2014 school year is to maintain the percentage of students scoring at 3 or above on the Geometry EOC Exam.

G5.B1 The results of the 2013 Geometry EOC indicate that students scoring 3 or above had difficulties with two-dimensional geometry due to limited opportunities to practice new vocabulary and concepts.

G5.B1.S1 Provide students with opportunities to support mathematical fluency and problem solving proficiency in situations involving trigonometry

PD Opportunity 1

Teachers will implement strategies that target the use of multiple representations to translate and model real world geometrical figures and application.

Facilitator

Math Liaison

Participants

Teacher Student

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily Warm-ups with spiraling of curriculum for trigonometry and discrete mathematics.

G6. On the 2013 FCAT 2.0 Science Assessment 62 percent of students in Grade 5 scored at level 3 or above. The goal on the 2014 FCAT 2.0 Science Assessment is for 66 percent of students to score at level 3 or above, an increase of 4 percentage points.

G6.B1 Performance Data on the 2013 FCAT 2.0 indicates 28% of the students scored at level 3. The goal is to decrease the percentage of students scoring levels 1 or 2 and increase the percentage of students scoring level 3 to 31%. The data for level 3 students indicates that there is a deficiency in Reporting Category: Nature of Science due to emphasis on performing experiments, rather than interpreting and analyzing data collected in experiments.

G6.B1.S1 Increase opportunities to analyze experimental data and develop conclusions which should be integrated with new Common Core requirements for writing.

PD Opportunity 1

Teachers will provide guides for analyzing experimental data and developing conclusions. Students will use science journals to write laboratory conclusions incorporating claims, evidence, and reasoning as delineated by Common Core Standards.

Facilitator

Science Liaison

Participants

Teacher Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Science Journals

G6.B2 Performance Data on the 2013 FCAT 2.0 indicates 34% of students scored at level 4 or 5. The goal is to increase the percentage of students scoring at these levels to 35%. The data for level 4-5 students indicates that there is a deficiency in Reporting Category: Physical and Life Science due to the terminology that is interchanged (synonyms) throughout textbooks and learning materials.

G6.B2.S1 Increase opportunities for students to write and/or speak to explain vocabulary concept acquisition.

PD Opportunity 1

Teachers will use science journals and interactive word walls to provide students with opportunities to use vocabulary acquired. Students will integrate targeted vocabulary in reflection journals.

Facilitator

Science Liaison

Participants

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' work, Science interactive journals

G7. On the 2013 FCAT 2.0 Science Assessment 53 percent of students in Grade 8 scored at level 3 or above. The goal on the 2014 FCAT 2.0 Science Assessment is for 57 percent of students to score at level 3 or above, an increase of 4 percentage points.

G7.B1 Performance Data on the 2013 FCAT 2.0 indicates 29% of the students scored at level 3. The goal is to decrease the percentage of students scoring levels 1 or 2 and increase the percentage of students scoring level 3 to 32%. The data for level 3 students indicates that there is a deficiency in Reporting Category: Physical and Life Science due to alignment of the district pacing guides FCAT Testing Calendar.

G7.B1.S1 Promote the use of spiraling warm ups to enhance and remediate student conceptual understanding of life and physical science topics.

PD Opportunity 1

Teachers will develop and implement a spiraling curriculum to enhance and remediate life and physical science topic. Students will apply conceptual knowledge in science journals.

Facilitator

Science Liaison

Participants

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' Work Science Journals

G7.B2 Performance Data on the 2013 FCAT 2.0 indicates 24% of students scored at level 4 or 5. The goal is to increase the percentage of students scoring at these levels to 25%. The data for level 4-5 students indicates that there is a deficiency in Reporting Category: Physical Science due to a lack of in-depth understanding of atomic theory-force and motion, and thermal energy and heat concepts.

G7.B2.S1 Promote the use of instructional technologies (Gizmos, Florida Achieves FOCUS, etc..) to enhance and remediate student conceptual understanding of topics being addressed.

PD Opportunity 1

Teachers will integrate virtual labs into the lessons, and students will be assigned topics using different web-based programs.

Facilitator

Science Department Chair

Participants

Teachers Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Conclusions from Virtual Labs

G9. The goal for the 2013-2014 school year is to increase student membership in the BUILT2 (STEM) Academy by 3 percentage points to 37%.

G9.B1 Limited resources and funding for the purchase of materials and technology needed to effectively implement the BUILT2 (STEM) Academy.

G9.B1.S1 Identify and apply for available grants to obtain the necessary funds to purchase materials for the BUILT2 Academy curriculum.

PD Opportunity 1

Teachers will apply for different grants and create a budget to present to EESAC to purchase needed materials.

Facilitator

STEM Leaders

Participants

Teachers STEM Leaders EESAC

Target Dates or Schedule

Ongoing

Evidence of Completion

Materials EESAC Minutes

G11. The results of the 2013 M-DCPS Baseline Civics Assessment indicate 0% (0) of students achieved proficiency (Level 3). The goal for the 2013-2014 school year is to increase student proficiency by 50 percentage points to 50%.

G11.B1 Student demonstrate difficulty when reading and interpreting graphs, charts, maps, timelines, political cartoons and other graphic representations.

G11.B1.S1 Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.

PD Opportunity 1

Teachers will provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics. Students will interpret primary and secondary sources of information.

Facilitator

Social Studies Liaison

Participants

Teachers Students

Target Dates or Schedule

Weekly

Evidence of Completion

Students' Work, Quizzes/Tests

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|--|----------|
| G1. | On the 2013 FCAT 2.0 Reading Assessment 70 percent of students scored at level 3 or above. The goal on the 2014 FCAT 2.0 Reading is for 78 percent of students to score at level 3 or above, an increase of eight percentage points. | \$8,999 |
| G9. | The goal for the 2013-2014 school year is to increase student membership in the BUILT2 (STEM) Academy by 3 percentage points to 37%. | \$700 |
| G10. | Increase opportunities for students to identify future careers through CTE presentations in BUILT2 Academy (STEM) advanced math, science and technology courses. | \$300 |
| G13. | Middle School students who struggle are at risk of dropping out of school. Our goal is to increase the effectiveness of identifying student who are falling behind early enough to provide appropriate interventions and support. | \$6,000 |
| Total | | \$15,999 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Technology | Personnel | Total |
|--------------------------------|------------|-----------|----------|
| EESAC | \$2,999 | \$0 | \$2,999 |
| Middle School Enrichment Grant | \$0 | \$6,000 | \$6,000 |
| Title III Grant | \$0 | \$7,000 | \$7,000 |
| Total | \$2,999 | \$13,000 | \$15,999 |

Budget Details

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

G1. On the 2013 FCAT 2.0 Reading Assessment 70 percent of students scored at level 3 or above. The goal on the 2014 FCAT 2.0 Reading is for 78 percent of students to score at level 3 or above, an increase of eight percentage points.

G1.B4 Performance Data for students not making learning gains (all students) on the 2013 FCAT 2.0 indicates that 74% of students achieved learning gains and that there is a deficiency in Reporting Category 4: Informational Text/Research Process. Students have limited exposure to informational text .

G1.B4.S1 Collect, evaluate and summarize information using a variety of techniques from multiple sources that includes paraphrasing to convey ideas and details.

Action Step 1

Students should practice locating and verify details, critically analyzing text, and synthesizing details to draw correct conclusions.

Resource Type

Technology

Resource

Brainpop and Brainpop Jr.

Funding Source

EESAC

Amount Needed

\$1,999

G1.B7 Performance Data for students on the 2013 CELLA indicates that ELL students' limited proficiency requires additional exposure to vocabulary rich experiences and that they lack the strong home language foundation on which to build their reading English language skills.

G1.B7.S1 Extend instructional time for the Implementation of a Vocabulary Enrichment Initiative through before school and after school tutorials that emphasize the development of vocabulary and reading comprehension.

Action Step 1

Create reading tutorials during homeroom and after school hours for LEP students.

Resource Type

Personnel

Resource

Green City Competition Kit

Funding Source

Title III Grant

Amount Needed

\$7,000

G9. The goal for the 2013-2014 school year is to increase student membership in the BUILT2 (STEM) Academy by 3 percentage points to 37%.

G9.B1 Limited resources and funding for the purchase of materials and technology needed to effectively implement the BUILT2 (STEM) Academy.

G9.B1.S1 Identify and apply for available grants to obtain the necessary funds to purchase materials for the BUILT2 Academy curriculum.

Action Step 1

Teachers will apply for different grants and create a budget to present to EESAC to purchase needed materials.

Resource Type

Technology

Resource

Tutorial Program, homework support.

Funding Source

EESAC

Amount Needed

\$700

G10. Increase opportunities for students to identify future careers through CTE presentations in BUILT2 Academy (STEM) advanced math, science and technology courses.

G10.B1 Student surveys indicate students struggle to identify future careers and have difficulty choosing academies for high school enrollment.

G10.B1.S1 Increase student awareness of STEM careers and the need to enroll in accelerated Science and Math courses through BUILT2 guest speaker presentations and field trips.

Action Step 1

Schedule presentations and field trips

Resource Type

Technology

Resource

Funding Source

EESAC

Amount Needed

\$300

G13. Middle School students who struggle are at risk of dropping out of school. Our goal is to increase the effectiveness of identifying student who are falling behind early enough to provide appropriate interventions and support.

G13.B2 Students in grades 6 through 8 who failed more than one subject reported little support at home to address academic needs.

G13.B2.S1 Establish homework tutorial program for all middle school students in order to provide support not available at home.

Action Step 1

Register struggling middle school students for homework intervention program.

Resource Type

Personnel

Resource

Photobook of Academy Activities, (Competitions Field trips, Speakers)

Funding Source

Middle School Enrichment Grant

Amount Needed

\$6,000