2013-2014 SCHOOL IMPROVEMENT PLAN

Jane S. Roberts K 8 Center

14850 COTTONWOOD CIR
Miami, FL 33185
305-220-8254
http://jsr.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	No	63%

Alternative/ESE Center	Charter School	Minority Rate
No	No	95%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Jane S. Roberts K 8 Center

Principal
Ana Othon C

School Advisory Council chair
Melissa Abela

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

Name	Title
Ana Othon	Principal
Ana Natali	Assistant Principal
Hortensia Quintero	Assistant Principal
Yvette Hernandez	Kindergarten Grade Chair
Sherri Whiting	First Grade Chair
Nora Fabricio	Second Grade Chair
Maria Sterling	Third Grade Chair
Carol Jones	Fourth Grade Chair
Vivian Miranda	Fifth Grade Chair
Melissa Abela	Language Arts Department Chair
Ana Gutierrez	Math Department Chair
Maria Cabana	Science Department Chair
Kobie Flocker	Social Studies Department Chair
Burlie Hall	Special Areas/Electives Department Chair

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

SAC Chair, UTD Stewart, Principal, Assistant Principals, 6 Parents,1 alternate parent, 5 Teachers, 1 alternate teacher, two community members, 1 student representative, 1 educational support employee, one alternate educational support employee

Involvement of the SAC in the development of the SIP

Department and grade chairs review last year's SIP and provide suggestions and strategies for current year. The SIP is presented at the SAC meeting and SAC members provide suggestions. The SIP is reviewed, discussed and voted on for compliance.

Activities of the SAC for the upcoming school year

The School Advisory Council holds monthly meetings to ensure implementation of the School Improvement Plan. The SAC also determines the instructional needs of the student body and faculty. Community involvement is promoted by including members of the community as stakeholders.

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

Supplemental materials for Common Core, Math workbooks, increase technology in the middle school

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:

Ana Othon C		
Principal	Years as Administrator: 12	Years at Current School: 6

Credentials	Bachelors of Science in Spanish Education from Florida International University. Masters in Elementary Education from Barry University. Certified in Principal, Educational Leadership, Elementary Education 1-6 and Spanish Education K-12
Performance Record	2013 – School Grade -A Rdg. Proficiency, _76_% Math Proficiency, _72_% Rdg. Lrg. Gains, __ points Math Lrg. Gains, __points Rdg. Imp. of Lowest 25% - __ points Math Imp. of Lowest 25% - __ points Rdg. AMO –__ Math AMO–_ 2012 – School Grade -A Rdg. Proficiency, _85_% Math Proficiency, _73_% Rdg. Lrg. Gains, _76_ points Math Lrg. Gains, _84_points Rdg. Imp. of Lowest 25% - _84_ points Math Imp. of Lowest 25% - _76_ points Rdg. AMO –__ Math AMO–_ 2011 – School Grade -A Rdg. Proficiency, _79_% Math Proficiency, _76_% Rdg. Lrg. Gains, _73_ points Math Lrg. Gains, _75_points Rdg. Imp. of Lowest 25% - _73_ points Math Imp. of Lowest 25% - _73_ points Rdg. AMO –__ Math AMO–_

Hortensia Quintero		
Asst Principal	Years as Administrator: 6	Years at Current School: 6

Credentials	Specialist Degree in Educational Leadership, Nova University Masters of Science Degree in Elementary Mathematics, Florida State University Bachelors of Science Degree in Elementary Education Certified in Educational Leadership, Elementary Education and ESOL Endorsed
Performance Record	2013 – School Grade -A Rdg. Proficiency, _76_% Math Proficiency, _72_% Rdg. Lrg. Gains, __ points Math Lrg. Gains, __points Rdg. Imp. of Lowest 25% - __ points Math Imp. of Lowest 25% - __ points Rdg. AMO –__ Math AMO–_ 2012 – School Grade -A Rdg. Proficiency, _85_% Math Proficiency, _73_% Rdg. Lrg. Gains, _76_ points Math Lrg. Gains, _84_points Rdg. Imp. of Lowest 25% - _84_ points Math Imp. of Lowest 25% - _76_ points Rdg. AMO –__ Math AMO–_ 2011 – School Grade -A Rdg. Proficiency, _79_% Math Proficiency, _76_% Rdg. Lrg. Gains, _73_ points Math Lrg. Gains, _75_points Rdg. Imp. of Lowest 25% - _73_ points Math Imp. of Lowest 25% - _73_ points Rdg. AMO –__ Math AMO–_

Ana Natali		
Asst Principal	Years as Administrator: 11	Years at Current School: 10

Credentials	Specialist – Educational Leadership, Barry University, Master of Science – Elementary Education, Nova Southeastern, Miami, Fl., Bachelors of Science – Political Science, Florida International University, Miami, Fl. Certified in: Educational Leadership, Political Science, Gifted, Elementary Education
Performance Record	2013 – School Grade -A Rdg. Proficiency, _76_% Math Proficiency, _72_% Rdg. Lrg. Gains, __ points Math Lrg. Gains, __points Rdg. Imp. of Lowest 25% - __ points Math Imp. of Lowest 25% - __ points Rdg. AMO –__ Math AMO–_ 2012 – School Grade -A Rdg. Proficiency, _85_% Math Proficiency, _73_% Rdg. Lrg. Gains, _76_ points Math Lrg. Gains, _84_points Rdg. Imp. of Lowest 25% - _84_ points Math Imp. of Lowest 25% - _76_ points Rdg. AMO –__ Math AMO–_ 2011 – School Grade -A Rdg. Proficiency, _79_% Math Proficiency, _76_% Rdg. Lrg. Gains, _73_ points Math Lrg. Gains, _75_points Rdg. Imp. of Lowest 25% - _73_ points Math Imp. of Lowest 25% - _73_ points Rdg. AMO –__ Math AMO–_

Classroom Teachers

# of classroom teachers

60

 # receiving effective rating or higher

60, 100%

 # Highly Qualified Teachers
75%

 # certified in-field
45, 75%

 # ESOL endorsed
44, 73%

 # reading endorsed
8, 13%

 # with advanced degrees
18, 30%

 # National Board Certified
4, 7%

 # first-year teachers
0, 0%

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

 # with 6-14 years of experience
25, 42%

 # with 15 or more years of experience
28, 47%

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 majority of the teachers are certified in the field that they teach. The only current waivers on file are for gifted. The person responsible for this is the principal. Teachers are offered opportunities for collaboration through biweekly/monthly meetings to share Best practices. Professional Development opportunities are also offered at the school and District levels.

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

The mentors and mentee will meet biweekly in a professional learning community to discuss research-based strategies.

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/RtI assists in the development of the School Improvement Plan. In addition, the SAC committee is asked for input. The MTSS/RtI Team will monitor the fidelity of the implementation of instruction and intervention. The Team will provide data on all students and suggestions for student achievement.

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

The school-based MTSS/RtI meets a minimum of once a month. The principal chairs the meetings but ideas and responsibilities are shared among staff and leadership team members. The MTSS/RtI Team will use the Tier 1 problem solving goals to monitor instructional and behavioral methodologies, practices, and support for all students. Data will be gathered and analyzed at each of the Tier levels to discuss possible professional development for faculty. The Team will also use the four step problem solving process for planning and program evaluation during all meetings. Focus calendars are developed at the school site. This ensures that all students are involved in curriculum based standards and that there is a common assessment for students including subgroups and standard curriculum students. Ongoing progress monitoring will continue as well as Interventions and enrichment opportunities are available to students.

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

• Principal- The principal provides the team leadership through a process of problem solving issues and concerns that arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/ emotional well being, and prevention of student failure through early intervention.
• Assistant Principal - The assistant principal works with the team to ensure commitment to the goals set forth at the meetings. Along with the principal and teachers, she works on building staff support, internal capacity, and sustainability over time.
• Class/Special Area Teachers - Each department selects a teacher to represent their grade level on the MTSS/RtI.
• Special Education Teachers - This team met and selected 1 teacher to represent them on the MTSS/ RtI.
• School Counselors - The counselors also serve on the MTSS/RtI and assists in communicating with all stakeholders the needs of the school and students. The Counselor assures the continuous social/ emotional well-being of all students through individual and group counseling.
• School Psychologist – The school psychologist will assist the MTSS/RtI team members to assure specific problems and concerns are addresses throughout the process.

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 is reviewed and monitored for Tier I, Tier 2, and Tier 3 students. Gifted students' data is also reviewed to ensure that the curriculum is challenging. Progress Monitoring and Reporting Network (PMRN) Assessment and FAIR scores are also reviewed. Interim Assessment data is reviewed in the fall and winter. FAIR will also be used for data review and adjustments to the curriculum. This occurs weekly by the reading coach and administration and twice a month for the staff. Counselors will gather and analyze student behavior such as student case management, attendance and referrals.

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

Professional Development will be provided during teachers' common planning time and small sessions will occur throughout the year. In addition, one faculty meeting a month will be devoted to professional development. Best Practices such as understanding basic RtI principles and procedures will be shared at faculty meetings. A survey will be completed by teachers indicating needs for professional development. Grade/Department Chairs will also meet with teachers to review data and instructional focus. The MTSS/RtI Team will evaluate additional professional development needs.

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: 10,800

The morning tutoring is for ELL students in the middle school. The students receive enrichment instruction in the area of Reading, Mathematics and Science. Mathematics and Language Arts Teachers at the middle school tutor students on a voluntary basis to assist students with improving math and reading skills.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Teachers review data such as assessments from students in program on a weekly basis. Tutoring teachers corroborate with subject area teachers to assess data and adjust instruction in areas of need.

Who is responsible for monitoring implementation of this strategy?

The Assistant principal meets with teachers and assesses learning from student data. Teachers will continue to monitor student progress by adjusting instruction according to student mastery/needs of skills.

Literacy Leadership Team (LLT)

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

Name	Title
Ana Othon	Principal
Ana Natali	Assistant Principal
Hortensia Quintero	Assistant Principal
Yvette Hernandez	Kindergarten Grade Chair
Sherri Whiting	First Grade Chair

Name	Title
Nora Fabricio	Second Grade Chair
Maria Sterling	Third Grade Chair
Carol Jones	Fourth Grade Chair
Vivian Miranda	Fifth Grade Chair
Kobie Flocker	Social Studies Chair
Ana Gutierrez	Math Chair
Melissa Abela	Language Arts Chair
Maria Cabana	Science Chair
Burlie Hall	Electives Chair

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The Principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. Professional Development will be provided during teachers' common planning time and small sessions will occur throughout the year. In addition, one faculty meeting a month will be devoted to professional development. Best Practices will be shared at faculty meetings. A survey will be completed by teachers indicating needs for professional development. Teachers will meet with department colleagues and grade level colleagues to review delivery of instruction.

Major initiatives of the LLT

The Principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities Instructional focus lessons are developed through grade level meetings, vertical planning in conjunction with FAIR and Interim Assessments. Teachers will determine which lessons to implement according to student data results and needs. Teachers will include lessons in lesson plans and will determine whether to apply lessons as class openers and/or supplemental resources. Content area teachers will teach focus lessons by applying benchmarks and lessons needed to develop student skills according to data results. The Literacy Leadership Team will be responsible for data analysis at the grade level and will be responsible for assisting in the dissemination of modifications and changes to be made. On a monthly basis, curricular adjustments/changes will be reviewed and determined if necessary during grade level and literacy team meetings. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. Grade/Department Chairs will play a vital role in the development of Instructional Focus. Their responsibilities will include sharing BEST Practices with teachers, modeling lessons, providing support to teachers and monitoring student progress through test results.

Every Teacher Contributes to Reading Instruction

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

Teachers meet on a weekly or biweekly basis by grade levels and/or department to discuss curriculum and adjust instruction accordingly. All teachers will follow the District Pacing guides with the Common Core/NGSSS Curriculum. Administration and teachers discuss the results of the Reading District Interims and adjust teaching according to areas of need. The District CRRP is followed by reading teachers as a guide to ensure all Benchmarks are taught. Teachers who teach elective/special area

courses receive copies of the reading benchmarks and data from reading benchmarks is shared and discussed. Teachers collaborate in learning communities with reading data to plan reading instruction.

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

An Open House is done in the month of May to facilitate the transition between Preschool and Kindergarten. Pre-school teachers meet with administration to discuss strategies for assessing early indicators. Teachers can then assist students in preparing for kindergarten. Pre-kindergarten and kindergarten teachers collaborate to share Best Practices and prepare students.

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	76%	74%	No	78%
American Indian				
Asian				
Black/African American				
Hispanic	75%	73%	No	78%
White	80%	84%	Yes	82%
English language learners	58%	46%	No	62%
Students with disabilities	43%	38%	No	48%
Economically disadvantaged	69%	71%	Yes	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	170	30%	34%
Students scoring at or above Achievement Level 4	244	42%	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		72%	75%

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)	126	57%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	74	34%	41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	81	36%	42%

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	122	64%	68%
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	72%	73%	Yes	75%
American Indian				
Asian				
Black/African American				
Hispanic	72%	73%	Yes	75%
White	76%	79%	Yes	78%
English language learners	55%	48%	No	60%
Students with disabilities	48%	39%	No	53%
Economically disadvantaged	65%	70%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	176	32%	36%
Students scoring at or above Achievement Level 4	201	37%	39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		77%	79%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		72%	75%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		48%	53%
Middle school performance on high school EOC and industry certifications		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		6%
Students scoring at or above Achievement Level 4	33	94%	94%

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	32	28%	31%
Students scoring at or above Achievement Level 4	37	32%	33%

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	25	27%	28%
Students scoring at or above Achievement Level 4	54	59%	59%

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)	2		4
Participation in STEM-related experiences provided for students	2	10%	20%

Area 6: Career and Technical Education (CTE)

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	39	6%	5%
Students who are not proficient in reading by third grade	25	37%	33%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	24	8%	7%
Students who fail an English Language Arts course	7	2%	1%
Students who fail two or more courses in any subject	8	3%	2%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

Opportunities will be provided for parents to become more involved in school. Connect Ed messages will be issued for all school events, reminders and opportunities for involvement. There will also be a monthly Parent calendar distributed to provide parents with school information and activities. Parent workshops will be given at the school site on a monthly basis through the District Parent Academy. The school target is to have more parents attend the monthly parent workshops.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent participation by 1% as compared to last year.	150	10%	11%

Goals Summary

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 74% of students scored at level 3 or above. Our goal for the 2013-2014 school year is to increase students scoring at level 3 or above by 1 percentage point to 75%.

G2. The results of the 2013 FCAT 2.0 Writing indicate that 64% of students scored level 3.5 or higher. Our goal for the 2014 school year is to increase the percentage of students scoring level 4 or higher from 64 % to 68%.

G3. According to the results of the 2013 FCAT 2.0 Mathematics Test, 73% of students scored a level 3 or above in Math. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at level 3 or above to 75%.

G4. The results of the 2013 Algebra EOC assessment indicate that 100% of students scored level 3 or above. Our goal for the 2013-2014 school year is to maintain the level of achievement.

G5. The results of the 2013 Algebra EOC assessment indicates that 100% of students scored at level 3 and above. The goal for the 2013-2014 school year is to maintain the level.

G6. Based on the 2013 administration of the Science FCAT 2.0, 60% of students in grade 5 scored at level 3 or above. The expected level of performance for 2014 is 64% (achieving proficiency).

G7. Based on the 2013 Science FCAT 2.0, 86% of 8th grade students scored a level three or above. The goal for the 2014 Science FCAT 2.0 is to increase the proficient level to 87%.

G8. Our goal for STEM is to increase enrollment by 10% in Honors, gifted as well as Biomedical courses in the 2013-2014 school year. Honors and Gifted programs will increase the high level of STEM-related activities.

G9. Our goal for the 2013-2014 school year is to involve sixth through eighth grade students in project-based and articulation activities to prepare for CTE courses in high school.

G10. The results of the 2013-2014 District Civics Baseline indicate that 38% of students scored 70% proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at 70% proficiency or higher to 42%.

G11. During the 2013 school year, we will increase the rate of attendance from 96.38% to 96.88% (a .5% increase) by minimizing absences due to illnesses and truancy. In addition, our goal is to decrease the number of excessive absences from 251 to 238.

G12. EWS Based on 2013 data, 2% of students in the middle school received one or more behavior referrals that lead to suspension. Our goal for the 2013-2014 school year is to decrease the percent of students receiving referrals to one percent.

G13. During the 2012-2013 school year, parent participation in school wide activities was 61%. Our goal for the 2013-2014 school year is to increase parent participation by two percentage points from 61% to 63%.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 74% of students scored at level 3 or above. Our goal for the 2013-2014 school year is to increase students scoring at level 3 or above by 1 percentage point to 75%.

Targets Supported

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

Resources Available to Support the Goal

- At the elementary level, the resource book, Florida Wonders, will be implemented to improve common core curriculum understanding.

- Time for Kids will be used to improve informational text understanding

- Technology programs such as Successmaker and Reading+ will be used to improve comprehension, fluency and vocabulary skills.

- Smart board technology is also used in all grade levels as a tool to assist students learn through differentiated instruction.

- Achieve 3000

Targeted Barriers to Achieving the Goal

- Asian/ELL The results of the 2013 FCAT 2.0 in Reading indicates that the ELL and Asian subgroups did not make their 2012-2013 AMO. Students' performance data from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2- (LA.3-5.1.7.3) Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference and Chronological Order [NGSSS]. Students experienced difficulty in reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently. ELL and Asian students need multiple opportunities to use texts in real world setting. The target for the 2014 FCAT 2.0 is to increase the percentage of students achieving proficiency from 70% to 77% (Asian). The target for the 2014 FCAT 2.0 for ELL is to increase the percentage of students achieving level 3 or above from 46% to 62%.

- Hispanic The results of the 2013 FCAT 2.0 in Reading indicates that the Hispanic subgroup did not make their 2012-2013 AMO. Students' performance data from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2- (LA.3-5.1.7.3) Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference and Chronological Order [NGSSS]. Students experienced difficulty in reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.Hispanic students need multiple opportunities to use texts in real world setting. The target for the 2014 FCAT 2.0 is to increase the percentage of students achieving level 3 or above from 73% to 78%.

- SWD As noted on the 2013 FCAT 2.0 in Reading, students in the SWD subgroup did not make their 2013-2013 AMO. Students' performance data from the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 3- (LA.3-5.2.1.2); identifying and interpreting elements of story structure within a text. Students do not receive sufficient exposure to informational text at home. The target for the 2014 FCAT 2.0 is to increase the percentage of students achieving level 3 or above in the SWD subgroup from 38% to 48%.

- level 3 As noted on the administration of the 2013 FCAT 2.0 Reading Test, 75% of students made learning gains. The target for the 2013-2014 is to increase the percentage of students making learning gains to 78%. Students' performance data from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2- (LA.3-5.1.7.3) Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference and Chronological Order [NGSSS]. Students experienced difficulty in reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently. Students also

experienced difficulty in identifying casual relationships imbedded in text and familiarity with text structures such as cause/effect and compare/contrast.

- level 4 As noted on the 2013 FCAT 2.0, 37% of students achieved level 4 or above. The target for the 2013-2014 school year is to increase the percentage of students achieving level 4 or above 2 percentage points to 39%. Students will be provided with more lessons that incorporate rigourous thinking. Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 3- (LA.3-5.2.1.2); identifying and interpreting elements of story structure within a text.

- learning gains - all As noted on the administration of the 2013 FCAT 2.0 Reading Test, 75% of students made learning gains. The target for the 2013-2014 is to increase the percentage of students making learning gains to 78%. Increase the opportunities for technology infusion within the reading curriculum.

- learning gains lowest 25% As noted on the administration of the 2013 FCAT 2.0 Reading Test, the 72% of students in the lowest 25% made learning gains. The target for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains to 75%. Appropriate placement of students in interventions has been a challenge.

- Cella listening and speaking Students require additional opportunities in and outside of the classroom to speak in English. Based on 2013 CELLA data, 57% of students were proficient in Listening and Speaking. The target for the 2013-2014 school year is to increase the percentage of proficiency to 61%.

- Cella - reading Students require additional opportunities to read in English. Based on 2013 CELLA data, 34% of students were proficient in Reading. The target for the 2013-2014 school year is to increase the percentage of proficiency to 41%.

- Cella - writing Accessing prior knowledge from students is a barrier since students come from diverse background and have limited English speaking background. Students require additional opportunities to practice academic writing Based on 2013 CELLA data, 36% of students were proficient in Writing. The target for the 2013-2014 school year is to increase the percentage of proficiency to 42%.

Plan to Monitor Progress Toward the Goal

Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible
APC

Target Dates or Schedule:
Weekly

Evidence of Completion:
Results of 2014 FCAT 2.0 will be used to determine effectiveness of our goal.

G2. The results of the 2013 FCAT 2.0 Writing indicate that 64% of students scored level 3.5 or higher. Our goal for the 2014 school year is to increase the percentage of students scoring level 4 or higher from 64 % to 68%.

Targets Supported
- Writing

Resources Available to Support the Goal
- District resources will be implemented as well as Buckle Down workbooks to enrich student writing skills. McDougal Littel Writing section references will also be included in writing lessons to develop writing skills.

Targeted Barriers to Achieving the Goal
- The 4th grade students' performance data from the 2013 FCAT Writing indicates that students require additional instruction and experiences in order to become familiar with narrative essay writing.

- The 8th grade students' performance data from the 2013 FCAT Writing indicates that students require additional instruction and experiences when providing support in their writing.

Plan to Monitor Progress Toward the Goal

APC will look at student progress on a monthly basis through student work and determine areas to consider for professional development according to student scores.

Person or Persons Responsible
APC

Target Dates or Schedule:
Monthly

Evidence of Completion:
Assessments include monthly writing prompts, the District Mid-Year Interim Assessment, and the 2014 FCAT 2.0 Writing Test 2014 2.0 FCAT Writing Test results

G3. According to the results of the 2013 FCAT 2.0 Mathematics Test, 73% of students scored a level 3 or above in Math. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at level 3 or above to 75%.

Targets Supported

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

Resources Available to Support the Goal

- Holt-McDougal series

- Achieve 3000

- Reflex program will be implemented grades K-8

- GoMath series in the elementary

- SuccessMaker

- Reflex Math Program

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 48% of students in the ELL sub group achieved proficiency and 60% of the Asian subgroup achieved proficiency. The area of greatest difficulty was reporting category 3 - Geometry and Measurement. The ELL and Asian subgroup lacked an understanding of problem solving skills as presented in the English language which has impeded student progress.

- The results of the 2013 FCAT 2.0 Mathematics Test indicates that 39% of students in the SWD sub group achieved proficiency. The SWD subgroup did not meet the AMO objective.

- According to the results of the 2013 FCAT 2.0 Mathematics assessment, 32% of students achieved level 3 proficiency. The area of greatest difficulty for students was Reporting Category - Geometry and Measurement.

- According to the results of the 2013 FCAT 2.0 Mathematics assessment, 37% of students achieved level 4-5 proficiency. The area of greatest difficulty for students was Reporting Category - Geometry and Measurement.

- According to the results of the 2013 FCAT 2.0 Mathematics assessment, 77% of students achieved level 3 proficiency level. The area of greatest difficulty for students in grades 5 and 8 was Reporting Category – Geometry and Measurement.

- According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 3 was Reporting Category – 1 Number Sense – Base Ten.

- According to the results of the 2013 FCAT 2.0 Mathematics assessment, 72% of students in the lowest 25% made learning gains. The goal for the 2014 FCAT 2.0 is to increase to 75% of students in the lowest 25% to make learning gains. The area of greatest difficulty for students in lowest 25% grades 5-8 was Reporting Category - Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

The APC will review quarterly reports from District Interim Assessments to ensure progress toward goal is being met.

Person or Persons Responsible
The APC will review quarterly reports.

Target Dates or Schedule:
The APC will review reports on a quarterly basis.

Evidence of Completion:
Results from formative and summative assessments such as 2014 FCAT 2.0. Results from quarterly District Interim assessments.

G4. The results of the 2013 Algebra EOC assessment indicate that 100% of students scored level 3 or above. Our goal for the 2013-2014 school year is to maintain the level of achievement.

Targets Supported

Resources Available to Support the Goal
- McDougal Littell Algebra Florida Gold Edition, Algebra Nation (online program geared to developing Algebra skills), E2020 Program, Florida Focus

Targeted Barriers to Achieving the Goal
- According to the results of the 2013 Algebra EOC assessment, students need to be provided with more algebraic skills to develop understanding and better prepare them for 8th grade Algebra.

Plan to Monitor Progress Toward the Goal

APC will review student data and analyze results. Student placement will be on an ongoing basis.

Person or Persons Responsible
APC

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative assessments will be reviewed to check for student progress.

G5. The results of the 2013 Algebra EOC assessment indicates that 100% of students scored at level 3 and above. The goal for the 2013-2014 school year is to maintain the level.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Prentice Hall Algebra 1 WordText series

- Florida Focus

- Algebra Nation

- E2020 online program

Targeted Barriers to Achieving the Goal
- Students who scored level 3 on the 2013 Algebra EOC experience difficulty in solving multistep equations. Students need additional opportunities to develop strategies for identifying operations in different types of real-world problems.

- Students who scored levels 4 or 5 on the 2013 Algebra EOC need opportunities to construct arguments and critique arguments of peers by asking useful questions to clarify and/or improve students' arguments. A barrier is maintaining high level of achievement in students.

Plan to Monitor Progress Toward the Goal

The APC will monitor student progress by reviewing lessons and pacing guides with teachers to assure students are learning.

Person or Persons Responsible
APC

Target Dates or Schedule:
Biweekly

Evidence of Completion:
Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2014 Algebra EOC assessment

G6. Based on the 2013 administration of the Science FCAT 2.0, 60% of students in grade 5 scored at level 3 or above. The expected level of performance for 2014 is 64% (achieving proficiency).

Targets Supported
- Science

- Science - Elementary School

- Science - Middle School

Resources Available to Support the Goal
- Teachers in the middle school will implement technology resources such as the GIZMOS program to develop science and technology skills in students.

Targeted Barriers to Achieving the Goal
- Results of the 2013 FCAT 2.0 Science assessment indicate that students had difficulty with Reporting Category 1 Nature of Science

Plan to Monitor Progress Toward the Goal

review reports

Person or Persons Responsible
APC

Target Dates or Schedule:
Biweekly

Evidence of Completion:
reports results

G7. Based on the 2013 Science FCAT 2.0, 86% of 8th grade students scored a level three or above. The goal for the 2014 Science FCAT 2.0 is to increase the proficient level to 87%.

Targets Supported
- Science
- Science - Middle School

Resources Available to Support the Goal
- Gizmos
- Discovery Program
- Brain Pop
- Florida Interactive Science

Targeted Barriers to Achieving the Goal
- Students will be provided more opportunities to develop Science skills especially related to Earth and Space through several resources.

Plan to Monitor Progress Toward the Goal

Look at Student reports such as District Interims and assessments

Person or Persons Responsible
APC

Target Dates or Schedule:
Quarterly

Evidence of Completion:
District Interim Assessments and 2014 Science FCAT 2.0

G8. Our goal for STEM is to increase enrollment by 10% in Honors, gifted as well as Biomedical courses in the 2013-2014 school year. Honors and Gifted programs will increase the high level of STEM-related activities.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- The goals for the gifted and Honors courses from MDCPS will be implemented. Teachers will follow the District Pacing Guides for the subject areas as well as the District gifted goals as evident in the students' educational plans.
- Students in Honors courses will receive enrichment resorce activities from textbook series Foundations for Physical Science
- Gizmos

Targeted Barriers to Achieving the Goal
- Students need to be provided with more opportunities to gain knowledge on benchmarks for Earth and Space curriculum to Physical Science.

Plan to Monitor Progress Toward the Goal

APC will review results on quarterly tests and adjust instruction according to student needs.

Person or Persons Responsible
APC

Target Dates or Schedule:
quarterly

Evidence of Completion:
Results from quarterly assessments and 2014 Science FCAT 2.0.

G9. Our goal for the 2013-2014 school year is to involve sixth through eighth grade students in project-based and articulation activities to prepare for CTE courses in high school.

Targets Supported
- CTE
- Parental Involvement

Resources Available to Support the Goal
- Provide opportunities for students to learn about high school courses by inviting speakers from high schools.

Targeted Barriers to Achieving the Goal
- Limited opportunities as a K-8 Center to provide CTE related electives.

Plan to Monitor Progress Toward the Goal

Review social studies lessons

Person or Persons Responsible
APC

Target Dates or Schedule:
monthly

Evidence of Completion:
Formative assessments

G10. The results of the 2013-2014 District Civics Baseline indicate that 38% of students scored 70% proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at 70% proficiency or higher to 42%.

Targets Supported
- Civics EOC

Resources Available to Support the Goal
- District-published lesson plans with assessments aligned to tested End of Course Exam benchmarks to maximize opportunities for students to master tested content.

Targeted Barriers to Achieving the Goal
- The areas of concern are ensuring that the Civics curriculum is taught with fidelity and paced so as to address all State and District Benchmarks and curriculum requirements.

Plan to Monitor Progress Toward the Goal

Student results from monthly exams will be reviewed to ensure students are working towards goal mastery.

Person or Persons Responsible
APC

Target Dates or Schedule:
The APC will review on a monthly basis student data to look at results.

Evidence of Completion:
Results from the 2014 EOC Civics Exam.

G11. During the 2013 school year, we will increase the rate of attendance from 96.38% to 96.88% (a .5% increase) by minimizing absences due to illnesses and truancy. In addition, our goal is to decrease the number of excessive absences from 251 to 238.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- District Truancy Intervention Program, School wide Attendance Incentive program which aims to encourage attendance by encouraging students to attend school.

Targeted Barriers to Achieving the Goal

- Due to student illness, family vacations during the school calendar, students do not attend school. Students come to school due to lack of transportation for in-area and out-of-area students.

Plan to Monitor Progress Toward the Goal

Review reports

Person or Persons Responsible

Administration

Target Dates or Schedule:

weekly

Evidence of Completion:

reports

G12. EWS Based on 2013 data, 2% of students in the middle school received one or more behavior referrals that lead to suspension. Our goal for the 2013-2014 school year is to decrease the percent of students receiving referrals to one percent.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Middle School Discipline Plan
- Code of Student Conduct

Targeted Barriers to Achieving the Goal

- Students need to be provided with more opportunities to display positive behaviors by following the Code of Student Conduct Range of Corrective Strategies.

Plan to Monitor Progress Toward the Goal

APC will check monthly suspension reports.

Person or Persons Responsible
APC

Target Dates or Schedule:
Monthly

Evidence of Completion:
Look at results through reports

G13. During the 2012-2013 school year, parent participation in school wide activities was 61%. Our goal for the 2013-2014 school year is to increase parent participation by two percentage points from 61% to 63%.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Parent Workshops will be offered through the District Parent Academy to assist parents.

Targeted Barriers to Achieving the Goal
- Parents have limited knowledge and understanding of information and curriculum.

Plan to Monitor Progress Toward the Goal

Determine parent needs through surveys and sign in.

Person or Persons Responsible
Administration, counselors

Target Dates or Schedule:
monthly

Evidence of Completion:
sign in forms, surveys

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 74% of students scored at level 3 or above. Our goal for the 2013-2014 school year is to increase students scoring at level 3 or above by 1 percentage point to 75%.

G1.B1 Asian/ELL The results of the 2013 FCAT 2.0 in Reading indicates that the ELL and Asian subgroups did not make their 2012-2013 AMO. Students' performance data from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2- (LA.3-5.1.7.3) Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference and Chronological Order [NGSSS]. Students experienced difficulty in reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently. ELL and Asian students need multiple opportunities to use texts in real world setting. The target for the 2014 FCAT 2.0 is to increase the percentage of students achieving proficiency from 70% to 77% (Asian). The target for the 2014 FCAT 2.0 for ELL is to increase the percentage of students achieving level 3 or above from 46% to 62%.

G1.B1.S1 During pre-reading activities, students will benefit from a variety of activities working with sets of words, graphic organizers and anchoring conclusions back to text that are semantically related and can build comprehension and fluency.

Action Step 1

Using the FCIM, ongoing classroom assessments emphasizing students' knowledge of comprehension fluency and computer based programs such as Reading+ will be reviewed by classroom/Language Arts teachers on a weekly basis.

Person or Persons Responsible

The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the strategies

Target Dates or Schedule

weekly

Evidence of Completion

Formative: CAP – Computer-Assisted Programs reports generated from Reading Plus Bi-weekly assessments, Mini-assessments, Interim Assessments FAIR Summative: 2014 FCAT 2.0 Reading Assessment

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

Student work will be reviewed

Person or Persons Responsible

APC and LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: CAP – Computer-Assisted Programs reports generated from Reading Plus Bi-weekly assessments, Mini-assessments, Interim Assessments FAIR Summative: 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B1.S1

Strategies will be monoitored through weekly lesson plans. Data will be reviewed and analyzed by reading teachers.

Person or Persons Responsible

APC

Target Dates or Schedule

Weekly

Evidence of Completion

Results from 2014 FCAT 2.0

G1.B1.S2 During reading activities, students will benefit from the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms and the practice of recognizing examples and word relationships.

Action Step 1

Teachers will provide examples of concept maps to students.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Administrator will review lessons

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Language Arts Teachers will meet with department chair and administration

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Authentic examples of student work will be provided.

Plan to Monitor Effectiveness of G1.B1.S2

Teachers will test students with biweekly topic tests

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student test results

G1.B2 Hispanic The results of the 2013 FCAT 2.0 in Reading indicates that the Hispanic subgroup did not make their 2012-2013 AMO. Students' performance data from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2- (LA.3-5.1.7.3) Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference and Chronological Order [NGSSS]. Students experienced difficulty in reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.Hispanic students need multiple opportunities to use texts in real world setting. The target for the 2014 FCAT 2.0 is to increase the percentage of students achieving level 3 or above from 73% to 78%.

G1.B2.S1 Use real world documents such as, how-to articles, brochures, flyers and websites. Use text features to locate, interpret, and organize information.

Action Step 1

Using the FCIM, monthly classroom assessments focusing on students' ability to complete assignments as teacher becomes facilitator guiding students to become independent learners.

Person or Persons Responsible

LLT Team and APC

Target Dates or Schedule

Daily use of journals

Evidence of Completion

Formative: CAP – Computer-Assisted Programs reports generated from Reading Plus Bi-weekly assessments, Mini-assessments, Interim Assessments FAIR Summative: 2014 FCAT 2.0 Reading Assessment

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

Walk throughs will be done and student work reviewed

Person or Persons Responsible

LLT and APC

Target Dates or Schedule

Weekly

Evidence of Completion

Data from assessments will be reviewed

Plan to Monitor Effectiveness of G1.B2.S1

Using the Florida Continuous Improvement Plan Model, the results of assessments will be used to monitor student progress.

Person or Persons Responsible

APC

Target Dates or Schedule

weekly

Evidence of Completion

Analyze data from Benchmark assessment to look at student mastery and Summative: 2014 FCAT 2.0 Reading Assessment

G1.B2.S2 Use locating and verifying details through reciprocal teaching, note-taking and summarization skills by examining sources.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 SWD As noted on the 2013 FCAT 2.0 in Reading, students in the SWD subgroup did not make their 2013-2013 AMO. Students' performance data from the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting Category 3- (LA.3-5.2.1.2); identifying and interpreting elements of story structure within a text. Students do not receive sufficient exposure to informational text at home. The target for the 2014 FCAT 2.0 is to increase the percentage of students achieving level 3 or above in the SWD subgroup from 38% to 48%.

G1.B3.S1 Computer lab usage will increase due to availability of computer lab for all students at the middle school computer room. This will increase the implementation of Achieve 3000 and Reading + Programs.

Action Step 1

Computer-generated reports from Achieve 3000, Successmaker and Reading Plus to ensure usage and student progress on a biweekly basis.

Person or Persons Responsible

LLT Team and administration

Target Dates or Schedule

The LLT will meet and discuss data from the biweekly assessments at each grade level meeting

Evidence of Completion

Formative: CAP – Computer-Assisted Programs reports generated from Reading Plus Bi-weekly assessments, Mini-assessments, Interim Assessments Summative: 2014 FCAT 2.0 Assessment

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

Data from District Interim Assessments will be reviewed to adjust instruction.

Person or Persons Responsible

APC, Teachers

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative: CAP – Computer-Assisted Programs reports generated from Reading Plus Bi-weekly assessments, Mini-assessments, Interim Assessments Summative: 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G1.B3.S1

Review lessons and results with teachers

Person or Persons Responsible

APC

Target Dates or Schedule

Monthly

Evidence of Completion

Assessments

G1.B4 level 3 As noted on the administration of the 2013 FCAT 2.0 Reading Test, 75% of students made learning gains. The target for the 2013-2014 is to increase the percentage of students making learning gains to 78%. Students' performance data from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2- (LA.3-5.1.7.3) Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference and Chronological Order [NGSSS]. Students experienced difficulty in reading and comprehending literature and informational text at the high end of the text complexity band independently and proficiently. Students also experienced difficulty in identifying casual relationships imbedded in text and familiarity with text structures such as cause/effect and compare/contrast.

G1.B4.S1 Students will be provided with opportunities to use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story and entertaining.

Action Step 1

Students will produce works identifying author's purpose.

Person or Persons Responsible

Teachers, APC, LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Student work

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

Student work, lessons and Interim reports will be reviewed to adjust instruction accordingly

Person or Persons Responsible

APC and LLT

Target Dates or Schedule

Biweekly through classroom visitations

Evidence of Completion

Student work and Interim reports

Plan to Monitor Effectiveness of G1.B4.S1

Monitor student progress using data

Person or Persons Responsible

APC

Target Dates or Schedule

Quarterly

Evidence of Completion

Analyze data from Interim Assessments

G1.B5 level 4 As noted on the 2013 FCAT 2.0, 37% of students achieved level 4 or above. The target for the 2013-2014 school year is to increase the percentage of students achieving level 4 or above 2 percentage points to 39%. Students will be provided with more lessons that incorporate rigourous thinking. Students' performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 3- (LA.3-5.2.1.2); identifying and interpreting elements of story structure within a text.

G1.B5.S1 Students will be provided opportunities for students to distinguish their own point of view from that of the narrator, characters, or the author of the text by focusing on plot development, setting, character development and problem/solution.

Action Step 1

Utilizing The FCIM, the LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Literary Analysis. Instruction will be adjusted as needed.

Person or Persons Responsible

APC, LLT and Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Florida Wonders Weekly and Benchmark Assessments, District Interim Assessments, Monthly Success Maker reports, Reading Plus reports, and ongoing progress monitoring.

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

Utilizing The FCIM, the LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Literary Analysis. Instruction will be adjusted as needed.

Person or Persons Responsible

LLT and APC

Target Dates or Schedule

Monthly

Evidence of Completion

Student work

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing The FCIM, the LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Literary Analysis.

Person or Persons Responsible

LLT and APC

Target Dates or Schedule

Quarterly

Evidence of Completion

Analyze assessed benchmarks on quarterly tests

G1.B7 learning gains lowest 25% As noted on the administration of the 2013 FCAT 2.0 Reading Test, the 72% of students in the lowest 25% made learning gains. The target for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains to 75%. Appropriate placement of students in interventions has been a challenge.

G1.B7.S1 During pre-reading activities, students will utilize guided reading practice to help increase comprehension and fluency.

Action Step 1

Students require additional opportunities in and outside of the classroom to speak in English.

Person or Persons Responsible

The LLT along with the MTSS/ RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative Assessments – Teacher informal observation log and rubrics utilized during instruction. Summative Assessment – Results of the 2014 CELLA

Action Step 2

Students require additional opportunities in and outside of the classroom to speak in English.

Person or Persons Responsible

The LLT along with the MTSS/ RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative Assessments – Teacher informal observation log and rubrics utilized during instruction. Summative Assessment – Results of the 2014 CELLA

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

The LLT along with the MTSS/ RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Person or Persons Responsible

APC

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative Assessments – Teacher informal observation log and rubrics utilized during instruction. Summative Assessment – Results of the 2014 CELLA

Plan to Monitor Effectiveness of G1.B7.S1

Differentiated instruction will be employed to address individual needs and Reciprocal Teaching strategies will be implemented for vocabulary development and comprehension

Person or Persons Responsible

The LLT along with the MTSS/ RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustments to instruction as needed.

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative Assessments – Teacher informal observation log and rubrics utilized during instruction. Summative Assessment – Results of the 2014 CELLA

G1.B8 Cella listening and speaking Students require additional opportunities in and outside of the classroom to speak in English. Based on 2013 CELLA data, 57% of students were proficient in Listening and Speaking. The target for the 2013-2014 school year is to increase the percentage of proficiency to 61%.

G1.B8.S1 During instruction, students will be provided with opportunities to listen to read-a-louds and think-a- louds and participate in Reader's Theater.

Action Step 1

Students will participate in corporate learning groups to provide opportunities for role play. Rubrics will be used to evaluate mastery.

Person or Persons Responsible

Language Arts ESL Teachers

Target Dates or Schedule

Biweekly

Evidence of Completion

Students will produce student rubrics and journals.

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

Follow FCIM, student work will be reviewed.

Person or Persons Responsible

Teachers and LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative Assessments – Teacher informal observation log and rubrics utilized during instruction.

Plan to Monitor Effectiveness of G1.B8.S1

Review student work to ensure students are making progress towards goal.

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Analyze data from student

G1.B9 Cella - reading Students require additional opportunities to read in English. Based on 2013 CELLA data, 34% of students were proficient in Reading. The target for the 2013-2014 school year is to increase the percentage of proficiency to 41%.

G1.B9.S1 Differentiated instruction will be employed to address individual needs and Reciprocal Teaching strategies will be implemented for vocabulary development and comprehension

Action Step 1

Chunking will also be utilized to improve students' vocabulary development and fluency as well as modeling and Think/Pair/Share as well as technology programs to enrich language development.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative Assessments – Teacher informal observation logs will be utilized during differentiated instruction and whole group instruction as well as ELL informal and formal

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

Results of student work

Person or Persons Responsible

Teacher and LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Student work

Plan to Monitor Effectiveness of G1.B9.S1

Student work

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Analyze benchmarks assessed

G1.B10 Cella - writing Accessing prior knowledge from students is a barrier since students come from diverse background and have limited English speaking background. Students require additional opportunities to practice academic writing Based on 2013 CELLA data, 36% of students were proficient in Writing. The target for the 2013-2014 school year is to increase the percentage of proficiency to 42%.

G1.B10.S1 During instruction, students will be guided in developing and using vocabulary maps, graphic organizers, color word and mood word charts to develop vivid sentences and Reading Response logs regularly when responding to varying texts.

Action Step 1

Students will participate in the school-wide monthly writing activities while having the experience of working with different writing styles.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Biweekly

Evidence of Completion

Evidence of student work using 6-point rubric as guide.

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

Review student written work

Person or Persons Responsible

Language Arts Teachers and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Analyze student progress through work

Plan to Monitor Effectiveness of G1.B10.S1

Follow FCIM, student work will be reviewed.

Person or Persons Responsible

LLT and APC

Target Dates or Schedule

Moonthly

Evidence of Completion

Student work

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. The results of the 2013 FCAT 2.0 Writing indicate that 64% of students scored level 3.5 or higher. Our goal for the 2014 school year is to increase the percentage of students scoring level 4 or higher from 64 % to 68%.

G2.B2 The 8th grade students' performance data from the 2013 FCAT Writing indicates that students require additional instruction and experiences when providing support in their writing.

G2.B2.S1 Students will be provided with opportunities to revise for clarity of content, organization, and word choice as well as incorporate a selection of sentence variety and sentence combining activities, through monthly writing prompts. Students will then use the 6-point rubric to revise their work and check for support and details.

Action Step 1

Monthly writing prompts will be administered and scored by teachers. The data will be reviewed by teachers and students to look at progress.

Person or Persons Responsible

Language Arts Teachers will review student work.

Target Dates or Schedule

Monthly

Evidence of Completion

Work on monthly writing prompts

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

Using the FCIM, Teachers will review prompts with APC.

Person or Persons Responsible

APC

Target Dates or Schedule

The APC will review strategies implementation by reviewing student work for progress.

Evidence of Completion

Student progress will be evident in student work through monthly writing prompts, the District Interim Assessments and the 2014 FCAT 2.0 Writing Test.

Plan to Monitor Effectiveness of G2.B2.S1

The APC will review student work for progress as well as review District Interim Assessments in Writing.

Person or Persons Responsible

APC

Target Dates or Schedule

Monthly

Evidence of Completion

Effectiveness will be monitored by reviewing data from District and school site assessments.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. According to the results of the 2013 FCAT 2.0 Mathematics Test, 73% of students scored a level 3 or above in Math. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at level 3 or above to 75%.

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Test indicates that 39% of students in the SWD sub group achieved proficiency. The SWD subgroup did not meet the AMO objective.

G3.B2.S1 Students had difficulty in reporting category -Expressions, Equations and Statistics. Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations.

Action Step 1

Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations through the use of manipulatives.

Person or Persons Responsible

Math Teachers will incorporate manipulatives in math lessons.

Target Dates or Schedule

Teachers will provide opportunities for the use of manipulatives on a weekly basis.

Evidence of Completion

Evidence will be available on biweekly student assessments.

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

Following the FCIM, during grade level/department meetings, results will be reviewed by APC and teachers to ensure progress and adjust teaching as needed.

Person or Persons Responsible

Results will be reviewed by APC and Math teachers.

Target Dates or Schedule

Assessments will be reviewed on a biweekly basis.

Evidence of Completion

District Interim Progress reports and on-going student work will be reviewed.

Plan to Monitor Effectiveness of G3.B2.S1

Strategies will be monitored by reviewing District Interim Progress reports.

Person or Persons Responsible

The Leadership Team and APC will review reports.

Target Dates or Schedule

Reports will be revised on a monthly basis.

Evidence of Completion

Data from reports will be used to ensure strategies are implemented and students are progressing toward goal.

G3.B3 According to the results of the 2013 FCAT 2.0 Mathematics assessment, 32% of students achieved level 3 proficiency. The area of greatest difficulty for students was Reporting Category - Geometry and Measurement.

G3.B3.S1 Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts.

Action Step 1

Increase the use of mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of virtual manipulative and engaging opportunities for practice.

Person or Persons Responsible

APC, Department/grade Chair, Math Teachers

Target Dates or Schedule

Assessments will be reviewed at grade/department meetings on a biweekly basis

Evidence of Completion

Formative assessments; District interim reports; on-going student work will be reviewed as needed.

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

District Interim Data reports will be reviewed by Math department at monthly meetings and adjustments to strategies made as needed.

Person or Persons Responsible

APC

Target Dates or Schedule

APC and Teachers will monitor on a monthly basis

Evidence of Completion

2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM, during department meetings results of biweekly assessments will be reviewed by APC and teachers to ensure progress and adjust curriculum focus as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly meetings

Evidence of Completion

Formative assessments; District interim reports

G3.B4 According to the results of the 2013 FCAT 2.0 Mathematics assessment, 37% of students achieved level 4-5 proficiency. The area of greatest difficulty for students was Reporting Category - Geometry and Measurement.

G3.B4.S1 Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement through various resources from the research-based textbook series.

Action Step 1

Increase the use of the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Teachers will implement resources on a weekly basis.

Evidence of Completion

Student work as evident in biweekly assessments.

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

Student work will be reviewed

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Evident in student work

Plan to Monitor Effectiveness of G3.B4.S1

Analyze data of Benchmark assessments to ensure progress

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from District Benchmark Assessments

G3.B5 According to the results of the 2013 FCAT 2.0 Mathematics assessment, 77% of students achieved level 3 proficiency level. The area of greatest difficulty for students in grades 5 and 8 was Reporting Category – Geometry and Measurement.

G3.B5.S1 provide students with models, both digital and tangible, to enable them to visualize, draw, and measure cross sections of a range of geometric solids through the use of technology programs.

Action Step 1

Students will have more opportunities to review skills through technology programs on a weekly basis.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Weekly basis

Evidence of Completion

Reports and student work will be reviewed.

Facilitator:

Diana Florez

Participants:

Math Teachers

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

The LLT will review results of reports generated from technology program as well as student work.

Person or Persons Responsible

LLT and math teachers

Target Dates or Schedule

Biweekly basis

Evidence of Completion

Data from student work and report

Plan to Monitor Effectiveness of G3.B5.S1

The LLT will review results of reports generated from technology program as well as student work.

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Analyze data from Benchmark assessments to make sure students are mastering benchmarks.

Plan to Monitor Fidelity of Implementation of G3.B5.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B5.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B7 According to the results of the 2013 FCAT 2.0 Mathematics assessment, 72% of students in the lowest 25% made learning gains. The goal for the 2014 FCAT 2.0 is to increase to 75% of students in the lowest 25% to make learning gains. The area of greatest difficulty for students in lowest 25% grades 5-8 was Reporting Category - Geometry and Measurement.

G3.B7.S1 Provide students opportunities to develop the use of various tools (online and off line manipulatives) to assist students with a variety of learning styles through interactive notebooks and foldables.

Action Step 1

Students will use tools such as interactive notebooks and foldables in grades 5-8 on a biweekly basis.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Biweekly

Evidence of Completion

Students will produce work based on understanding of benchmarks.

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

Results will be reviewed through student work.

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Data from student work.

Plan to Monitor Effectiveness of G3.B7.S1

Monthly and quarterly assessments will be reviewed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Analyze data of benchmark assessments to see if students are making progress.

G4. The results of the 2013 Algebra EOC assessment indicate that 100% of students scored level 3 or above. Our goal for the 2013-2014 school year is to maintain the level of achievement.

G4.B1 According to the results of the 2013 Algebra EOC assessment, students need to be provided with more algebraic skills to develop understanding and better prepare them for 8th grade Algebra.

G4.B1.S1 Provide additional opportunities for students to participate in Algebra classes by identifying students with criteria.

Action Step 1

During Department meetings, math teachers will review criteria for student placement in Algebra. Students will be identified and placed in Algebra.

Person or Persons Responsible

APC and Math Teachers

Target Dates or Schedule

During Department meetings, students will be identified for possible participation in Algebra.

Evidence of Completion

Summative: Results from the 2013 Algebra EOC assessment. Number of students participating in Algebra

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

During Department meetings, results of biweekly assessments will be reviewed for students participating in Algebra.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Biweekly assessments and District Interim Data reports

Plan to Monitor Effectiveness of G4.B1.S1

Student data will be analyzed and reviewed to ensure progress is ongoing. Criteria for placement is reviewed on an ongoing basis.

Person or Persons Responsible

APC

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments

G5. The results of the 2013 Algebra EOC assessment indicates that 100% of students scored at level 3 and above. The goal for the 2013-2014 school year is to maintain the level.

G5.B1 Students who scored level 3 on the 2013 Algebra EOC experience difficulty in solving multistep equations. Students need additional opportunities to develop strategies for identifying operations in different types of real-world problems.

G5.B1.S1 Teachers will develop a format for students to show work when they solve on-screen problems through the use of online programs.

Action Step 1

Students will use the Florida Focus and Algebra Nation programs to assist in developing multistep equations.

Person or Persons Responsible

APC, Math Teacher

Target Dates or Schedule

During Department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.

Evidence of Completion

Summative: Results from the 2014 Algebra EOC assessment

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

Biweekly assessments and District Interim Data reports

Person or Persons Responsible

APC and LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Analyze data on a biweekly basis to ensure student progress. Summative: Results from the 2014 Algebra EOC assessment Formative: District Interim Assessment

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM, APC will review student work to assess effectiveness and progress towards goal.

Person or Persons Responsible

APC

Target Dates or Schedule

Monthly, Quarterly basis

Evidence of Completion

Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2014 Algebra EOC assessment

G5.B2 Students who scored levels 4 or 5 on the 2013 Algebra EOC need opportunities to construct arguments and critique arguments of peers by asking useful questions to clarify and/or improve students' arguments. A barrier is maintaining high level of achievement in students.

G5.B2.S1 Students will develop skills in working collaboratively to solve real world problems by using higher order questioning.

Action Step 1

Students will use questioning and answering techniques evident through journaling and online sources to solve real-world problems.

Person or Persons Responsible

Algebra teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Students will produce journal work and data from assessments.

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

Results of student work and assessments

Person or Persons Responsible

LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Student work

Plan to Monitor Effectiveness of G5.B2.S1

Student work

Person or Persons Responsible

APC and LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Analyze data from student work

G6. Based on the 2013 administration of the Science FCAT 2.0, 60% of students in grade 5 scored at level 3 or above. The expected level of performance for 2014 is 64% (achieving proficiency).

G6.B1 Results of the 2013 FCAT 2.0 Science assessment indicate that students had difficulty with Reporting Category 1 Nature of Science

G6.B1.S1 Provide opportunities for students to move from the concrete to more abstract models by incorporating manipulatives, websites such as GIZMOS.

Action Step 1

The Science grade level chairs will use EduSoft reports to review the results of biweekly science assessments. Curriculum focus will be adjusted as necessary.

Person or Persons Responsible

APC and Science Teachers

Target Dates or Schedule

biweekly

Evidence of Completion

Formative: Bi weekly assessments will be administered using EduSoft

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

Following the FCIM, students will make progress from the continuous monitoring and reviewing of data. Teachers will adjust focus and placement of students accordingly.

Person or Persons Responsible

APC and Science Teachers

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative: Bi weekly assessments will be administered using EduSoft Summative: The 2014 FCAT 2.0 Science assessment

Plan to Monitor Effectiveness of G6.B1.S1

Biweekly and Monthly grade level and department meetings will be held to review data.

Person or Persons Responsible

APC and Science Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data reports including Edusoft, school generated assessments and 2.0 FCAT

G7. Based on the 2013 Science FCAT 2.0, 86% of 8th grade students scored a level three or above. The goal for the 2014 Science FCAT 2.0 is to increase the proficient level to 87%.

G7.B1 Students will be provided more opportunities to develop Science skills especially related to Earth and Space through several resources.

G7.B1.S1 Provide opportunities for students to move from the concrete to more abstract models by incorporating manipulatives and online resources such as GIZMOS, Discovery and Brain Pop.

Action Step 1

Students in the development of independent experimental projects and to develop models to understand, illustrate and explain key scientific ideas and data.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Biweekly

Evidence of Completion

Student work

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

Students will be assessed on an ongoing basis to make sure benchmarks are understood and mastered.

Person or Persons Responsible

APC, LLT and Teachers

Target Dates or Schedule

Biweekly

Evidence of Completion

Student work

Plan to Monitor Effectiveness of G7.B1.S1

Review student progress through Interim Quarterly reports

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

District interim Quarterly reports

G8. Our goal for STEM is to increase enrollment by 10% in Honors, gifted as well as Biomedical courses in the 2013-2014 school year. Honors and Gifted programs will increase the high level of STEM-related activities.

G8.B1 Students need to be provided with more opportunities to gain knowledge on benchmarks for Earth and Space curriculum to Physical Science.

G8.B1.S1 Science Teachers will teach courses at the Gifted and Advanced levels to increase the development of a Biomedical program at the middle school level

Action Step 1

The Science department will use Edusoft reports and District Interim assessments to monitor student progress.

Person or Persons Responsible

APC, Department/grade Head (Science)

Target Dates or Schedule

Science teachers will review data on a biweekly and monthly basis from District tests, and assessments from Interactive Science series.

Evidence of Completion

Formative: Biweekly teacher-generated assessments will be administered using Edusoft, District Interim Assessments

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

Teachers in Science, Language Arts and Social Studies will teach the Science curriculum through themes across the curriculum.

Person or Persons Responsible

APC and LLT

Target Dates or Schedule

There will be weekly lessons and logs

Evidence of Completion

Formative: Biweekly teacher-generated assessments will be administered using Edusoft, District Interim Assessments

Plan to Monitor Effectiveness of G8.B1.S1

Data will be reviewed with department head on a monthly basis to ensure student learning.

Person or Persons Responsible

APC

Target Dates or Schedule

monthly

Evidence of Completion

Results from formative and summative assessments.

G9. Our goal for the 2013-2014 school year is to involve sixth through eighth grade students in project-based and articulation activities to prepare for CTE courses in high school.

G9.B1 Limited opportunities as a K-8 Center to provide CTE related electives.

G9.B1.S1 CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.

Action Step 1

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.

Person or Persons Responsible

Administration, Counselor, Social Studies Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

District Reports

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

APC will review with social studies teachers their lessons.

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

District reports

Plan to Monitor Effectiveness of G9.B1.S1

Review teacher lessons and guides. Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects.

Person or Persons Responsible

APC

Target Dates or Schedule

monothly

Evidence of Completion

lessons

G10. The results of the 2013-2014 District Civics Baseline indicate that 38% of students scored 70% proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at 70% proficiency or higher to 42%.

G10.B1 The areas of concern are ensuring that the Civics curriculum is taught with fidelity and paced so as to address all State and District Benchmarks and curriculum requirements.

G10.B1.S1 Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus.

Action Step 1

Students will use resources such as research-based textbook series, Civics, Economics and Geography. District-published lesson plans with assessments aligned to tested End of Course Exam benchmarks to maximize opportunities for students to master tested content.

Person or Persons Responsible

Civics teacher will follow District Pacing Guide to ensure all benchmarks are taught.

Target Dates or Schedule

Students will be assessed on a monthly basis.

Evidence of Completion

Summative: District Spring Assessment

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

Results of student work will be analyzed as evident in student assessments such as chapter tests, projects and quizes.

Person or Persons Responsible

The LLT will review monthly assessments to look at student progress.

Target Dates or Schedule

Monthly

Evidence of Completion

Results on 2014 Civics EOC

Plan to Monitor Effectiveness of G10.B1.S1

Discuss results from biweekly, monthly assessments

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Analyze data from results of formative and summative assessments to ensure student mastery of benchmarks.

G11. During the 2013 school year, we will increase the rate of attendance from 96.38% to 96.88% (a .5% increase) by minimizing absences due to illnesses and truancy. In addition, our goal is to decrease the number of excessive absences from 251 to 238.

G11.B1 Due to student illness, family vacations during the school calendar, students do not attend school. Students come to school due to lack of transportation for in-area and out-of-area students.

G11.B1.S1 Participate in Truancy Intervention Program by providing Parent Workshops to assist in improving student attendance. Identify and refer students who may be developing a pattern of nonattendance to the TCST (Truancy Child Study Team) for intervention purposes.

Action Step 1

Monitor the overall attendance monthly through COGNOS reports

Person or Persons Responsible

APC, Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

reports

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

Monitor the overall attendance monthly through COGNOS reports

Person or Persons Responsible

Counselor

Target Dates or Schedule

monthly

Evidence of Completion

reports

Plan to Monitor Effectiveness of G11.B1.S1

Review attendance reports, truancy reports and discuss results with counselors and teachers and parents. Hold parent meetings accordingly.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

reports, results of meetings

G12. EWS Based on 2013 data, 2% of students in the middle school received one or more behavior referrals that lead to suspension. Our goal for the 2013-2014 school year is to decrease the percent of students receiving referrals to one percent.

G12.B1 Students need to be provided with more opportunities to display positive behaviors by following the Code of Student Conduct Range of Corrective Strategies.

G12.B1.S1 Teachers will follow the School wide Discipline Plan and the District Code of Student Conduct by providing students opportunities to improve behavior.

Action Step 1

Teachers will follow steps in Discipline Plan in order to provide students with opportunities to improve behaviors.

Person or Persons Responsible

APC, Counselors and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Teachers will provide evidence of student, parent and school communication.

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

Teachers will maintain evidence of student discipline issues and follow up

Person or Persons Responsible

APC, Teachers, Counselors

Target Dates or Schedule

Daily

Evidence of Completion

Evidence of reports, anecdotals and forms

Plan to Monitor Effectiveness of G12.B1.S1

Discipline Plan

> **Person or Persons Responsible**
>
> APC
>
> **Target Dates or Schedule**
>
> Weekly
>
> **Evidence of Completion**
>
> Cognos Reports

G13. During the 2012-2013 school year, parent participation in school wide activities was 61%. Our goal for the 2013-2014 school year is to increase parent participation by two percentage points from 61% to 63%.

G13.B1 Parents have limited knowledge and understanding of information and curriculum.

G13.B1.S1 Schedule more family-oriented activities and student data talks. Utilize CONNECT ED system to inform parents of upcoming events.

> **Action Step 1**
>
> Review sign in sheets/logs to determine the number of parents participating in activities and events. Send climate surveys to determine parent needs.
>
> **Person or Persons Responsible**
>
> Administration, Counselors
>
> **Target Dates or Schedule**
>
> Review on a monthly basis parent participation logs
>
> **Evidence of Completion**
>
> Sign in forms for parent workshops and family events

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

Review sign in sheets/logs to determine the number of parents participating in activities and events. Send climate surveys to determine parent needs.

Person or Persons Responsible

Administration, couselors

Target Dates or Schedule

monthly

Evidence of Completion

sign in forms

Plan to Monitor Effectiveness of G13.B1.S1

Participate in parent workshops. Assess parent needs through surveys.

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

Results from parent related activities.

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

The Health Connect in Our Schools Program is implemented at our school at both the elementary and middle schools. Students may visit the clinic with concerns where a Health Connect nurse is available. The Safe and Drug Free School/Violence Program is also implemented in order to assist students with concerns related to safety, drugs and violence. Several presentations such as Cyberbullying, Anti-gang and Anti-gun have been coordinated to raise awareness for safety. These presentations are also aligned with the District Policy Against Bullying and Harassment program.

Our fifth and eighth grade students receive the AIDS/HIV curriculum through their respective science classes.

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.

G3. According to the results of the 2013 FCAT 2.0 Mathematics Test, 73% of students scored a level 3 or above in Math. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at level 3 or above to 75%.

G3.B5 According to the results of the 2013 FCAT 2.0 Mathematics assessment, 77% of students achieved level 3 proficiency level. The area of greatest difficulty for students in grades 5 and 8 was Reporting Category – Geometry and Measurement.

G3.B5.S1 provide students with models, both digital and tangible, to enable them to visualize, draw, and measure cross sections of a range of geometric solids through the use of technology programs.

PD Opportunity 1

Students will have more opportunities to review skills through technology programs on a weekly basis.

Facilitator

Diana Florez

Participants

Math Teachers

Target Dates or Schedule

Weekly basis

Evidence of Completion

Reports and student work will be reviewed.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	According to the results of the 2013 FCAT 2.0 Mathematics Test, 73% of students scored a level 3 or above in Math. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at level 3 or above to 75%.	$2
	Total	$2

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Technology
Total	$2	$2
SAC funds	$2	$2

Budget Details

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

G3. According to the results of the 2013 FCAT 2.0 Mathematics Test, 73% of students scored a level 3 or above in Math. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at level 3 or above to 75%.

G3.B5 According to the results of the 2013 FCAT 2.0 Mathematics assessment, 77% of students achieved level 3 proficiency level. The area of greatest difficulty for students in grades 5 and 8 was Reporting Category – Geometry and Measurement.

G3.B5.S1 provide students with models, both digital and tangible, to enable them to visualize, draw, and measure cross sections of a range of geometric solids through the use of technology programs.

Action Step 1

Students will have more opportunities to review skills through technology programs on a weekly basis.

Resource Type

Technology

Resource

Technology program REFLEX for grades 3-8 to assist students with mathematics skills

Funding Source

SAC funds

Amount Needed

$2