



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Cutler Bay Middle  
19400 GULFSTREAM RD  
Cutler Bay, FL 33157  
305-235-4761  
<http://crms.dade.k12.fl.us/>

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## School Demographics

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**School Type**  
Middle School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
91%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
94%

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## School Grades History

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**2013-14**  
D

**2012-13**  
D

**2011-12**  
C

**2010-11**  
C

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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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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

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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

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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

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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

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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

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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
Focus Year 1	5	Gayle Sitter

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Cutler Bay Middle

##### Principal

Eduardo Alonso L

##### School Advisory Council chair

Tawanna Parker

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

Name	Title
Wendy Garcia-Costa	Felix Harris

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The Cutler Bay Academy School Advisory Council (SAC) consist of the following positions: Principal-1, Assistant Principal-1, Students-3, Parents-4, Teachers-6, Union Steward-1, Paraprofessional/ Support Staff-2, and Business/ Community Representative-2

#### Involvement of the SAC in the development of the SIP

The SAC involvement within the development of the school improvement plan includes:

- Evaluation of the school performance data
- Preparation of the School Improvement Plan (SIP)
- Preparation and Supervision of the EESAC annual budget

#### Activities of the SAC for the upcoming school year

The SAC will be involved in the evaluation of the SIP throughout the school year.

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

The projected use of school improvement funds is to support the implementation of the school improvement plan supporting professional development, incentives, and manipulatives in all tested contents.

**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:**

**Eduardo Alonso L**

Principal

Years as Administrator: 12

Years at Current School: 5

**Credentials**

B.S.Ed-Elementary Education  
MS-Educational Leadership

**Performance Record**

13 '12 '11 '10 '09  
School Grade D(F) C C C C  
High Standards Rdg. 31 36 52 56 49  
High Standards Math 23 31 42 51 47  
Lrng Gains-Rdg. 47 59 57 63 56  
Lrng Gains-Math 40 60 61 72 72  
Gains-Rdg-25% 58 68 68 65 70  
Gains-Math-25%  
Rdg. AMO 54 48  
Math AMO 50 44





<b>Lisbertha Eustache-Cooper</b>		
Full-time / School-based	Years as Coach: 3	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelors of Arts- English Master's Degree-Educational Leadership Certification: English 6-12 & Educational Leadership	
<b>Performance Record</b>	'12 '11 '10 '09 '08 D(F) C C C B High Std Rdg. 31 36 71 74 70 High Standards Math 23 31 77 71 71 Lrng Gains-Rdg. 59 65 44 67 62 Lrng Gains-Math 60 69 66 75 66 Gains-Rdg-25% 68 69 66 70 79 Gains-Math-25% 73 69 68 75 62 Rdg. AMO 54 Math AMO 50	

<b>Dr. Beverly Saunders</b>		
Full-time / School-based	Years as Coach: 5	Years at Current School: 3
<b>Areas</b>	Mathematics	
<b>Credentials</b>	B.S: Telecommunications M.S: Mathematics Ed. PhD: Education Certification(s): Elementary Ed.K-6 Mathematics 5-9 English 6-12 Ed. Leadership	
<b>Performance Record</b>	'13 '12 '11 '10 '09 D(F) C C C F High Standards Rdg. 36 52 11 17 High Standards Math 31 42 28 32 Lrng Gains-Rdg. 59 57 7 39 Lrng Gains-Math 60 56 63 64 Gains-Rdg-25% 68 68 30 43 Gains-Math-25% 73 65 60 61 Rdg. AMO 54 Math AMO 50	

<b>Dr. Marvel Miranda</b>		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
<b>Areas</b>	Science	
<b>Credentials</b>	Ed.D: Education Nova Southeastern University	
<b>Performance Record</b>	'13 '11 '10 '09 '08 School Grade D(F) C CA A High Standards Rdg. 36 52 84 79 77 High Standards Math 31 42 84 81 76 Lrng Gains-Rdg. 59 57 63 70 65 Lrng Gains-Math 60 56 79 81 77 Gains-Rdg-25% 68 68 76 70 68 Gains-Math-25% 73 65 75 75 70 Rdg. AMO 54 Math AMO 50	

**Classroom Teachers**

<b># of classroom teachers</b>	72
<b># receiving effective rating or higher</b>	10, 14%
<b># Highly Qualified Teachers</b>	49%
<b># certified in-field</b>	62, 86%
<b># ESOL endorsed</b>	17, 24%
<b># reading endorsed</b>	7, 10%
<b># with advanced degrees</b>	27, 38%
<b># National Board Certified</b>	2, 3%
<b># first-year teachers</b>	5, 7%
<b># with 1-5 years of experience</b>	7, 10%

**# with 6-14 years of experience**

39, 54%

**# with 15 or more years of experience**

21, 29%

**Education Paraprofessionals**

**# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

1. Regular meetings between the new teachers and the Principal and/ or Assistant Principal.
2. Partnering new teachers with veteran instructional personnel
3. Provide Leadership Opportunities
4. Recognition and celebration of achievements

**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**

Curriculum Council met with Department Chairs to advise teachers to log-on to HOUSSE for Highly Qualified information and updates. Those teachers that were identified as Non- Highly Qualified were provided information to seek Professional Development. All new teachers were provided a mentor that has participated in district trainings and was considered an expert in their field. The teachers participating in MINT will be scheduled to participate in schedule meetings and professional development activities that will build on their knowledge and skill.

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals by holding monthly team meetings where problem solving is the sole purpose. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. Tier II consists of supplemental instruction and interventions using ongoing progress monitoring (OPM) provided in alignment with effective core instruction and behavioral supports to groups of targeted students who need support. Additionally, the team gathers and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment. The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely monitored by the leadership team. At the end of the year, the SIP efforts will be evaluated using the problem solving model to determine the strategies used for the following year.

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

Eduardo Alonso, Principal: Will ensure there is a common vision in addressing the school's weaknesses by implementing a plan to provide appropriate intervention, support, and professional development to teachers, and to assess the effectiveness of the MTSS Leadership Team. The principal will also communicate with parents regarding school-based MTSS plans and activities.

Wendy Garcia-Costa, Assistant Principal: Will work extensively with the team to develop ways to assess the effectiveness of the current strategies, develop intervention strategies, conduct monthly meetings to analyze data, and assist the principal in progress monitoring, and providing the appropriate professional development activities. Mrs. Garcia-Costa will assist with the whole school screening program that provides early intervention services for children to be considered "at risk" and monitor the implementation of intervention.

Theonie Beasley, General Education Teacher: Will provide information about core instruction, participate in student data collection, and collaborate with other staff to implement interventions.

Tionne Martin, Special Education Department (SPED) Teacher: Will participate in student data collection, integrate core instructional activities/ materials, and collaborate with general education teachers.

Lisbertha Eustache-Copper, Instructional Coach Reading: Will develop, lead, and evaluate school core content standards/ programs; identify and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. The Instructional Reading Coach will design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Allan Sosa, Student Services Personnel: Will provide quality services and expertise on issues ranging from program design assessment and intervention with individual students.

Joseph Hernandez, School Psychologist: Will evaluate Tier III students to determine intervention efforts for students and provide needed resources.

Elizabeth Nazario-Ruiz, Social Worker: Will evaluate Tier III students to determine intervention efforts for students and provide needed resources.

Patty Scheuer, Speech-Language Pathologist: Will evaluate Tier III students to determine intervention efforts for students and provide needed resources.

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

The four step problem solving process is used as a structure for MTSS meetings and the fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level attendance review, Tier 2, and Tier 3 SST meetings. All SIP strategies and interventions will be reviewed for effectiveness and fidelity.

**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 analysis will be done on a monthly basis.

Behavior

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

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Interim Assessments
- State/Local Math and Science assessments
- Student grades
- Voyager Phonemic Awareness and Phonics measures
- STAR reading assessment

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

The school will participate in MTSS district professional development which consists of :

1. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staffing will participate in the Florida Rtl online training at providing a network of ongoing support for Rtl.

**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:** 390

The after-school program provides project-based learning, computer-based reading instruction, and home learning tutorial. Students will use computer-based instruction (Reading Plus 4.0 and Teen Biz) a minimum of twice a week in a supervised lab setting. Core content teachers provided home learning tutoring to assist students with understanding difficult concepts. Additionally, project-based learning is conducted using math and science topics which infuse STEM, STEAM and CTE.

**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?**

Data is collected at the beginning of the school year within the first month, mid-year and within the last month of school. The data will be analyzed to understand what strategies and benchmarks should be focused for student mastery. Students, school personnel and parents will be provided surveys to provide feedback.

**Who is responsible for monitoring implementation of this strategy?**

The lead teacher will be responsible for implementation.

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

<b>Name</b>	<b>Title</b>
Eduardo Alonso	Principal
Wendy Garcia	Assistant Principal
Lisbertha Eustache-Copper	Instructional Coach Reading
Melissa Vandersluis	Language Arts Department Chair
Andrea Leal	Social Studies Department Chair
Tionne Martin	SPED Department Chair

**How the school-based LLT functions**

The Literacy Leadership Team will meet once a month to engage in the following activities: review instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks; review and discuss current research on literacy; monitor the implementation of the school wide literacy plan. The team will also collaborate with the ESSAC regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementations.

**Major initiatives of the LLT**

For the 2013-2014 school year, Cutler Bay Academy of Advanced Studies Cutler Ridge Campus will implement the following as major initiatives:

- Plan for effective implementation of the model and maintaining the quality and integrity of the literacy program
- Make decisions about the best practices for literacy instruction based on a common understanding of literacy theory and current research
- Develop an efficient schedule for collecting, submitting and analyzing assessment data
- Coordinate the initial training and continued professional development for instructional staff
- Communicate with stakeholders about the implementation of the model and students' progress

## Every Teacher Contributes to Reading Instruction

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

Cutler Bay Academy of Advanced Studies Cutler Ridge Campus will develop, implement and monitor a school-wide literacy focus calendar. Teachers will receive professional development from the Reading Coach to assist them with instruction for incorporating independent reading in their classrooms. Reading teachers will provide instructional activities such as book shares, author talks, and character analysis using the materials from the classroom libraries. Additionally, the reading coach will provide a school wide professional development in effective utilization and maintenance of classroom libraries. Teachers will utilize the reading levels provided by publisher's information to assist students in selecting appropriate texts from classroom library. Students in content area classes will receive instruction in reading strategies in order to meet the unique requirements of the individual subject area. Students must learn to read and understand expository text and to gain information from pictures maps, charts, diagrams, and other text.

## College and Career Readiness

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

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

N/A

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

N/A

### Strategies for improving student readiness for the public postsecondary level

N/A

## 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	48%		No	54%
American Indian				
Asian				
Black/African American	43%		No	49%
Hispanic	50%		No	55%
White	55%		No	60%
English language learners	32%		No	39%
Students with disabilities	39%		No	45%
Economically disadvantaged	46%		No	51%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	182	19%	37%
Students scoring at or above Achievement Level 4	85	9%	17%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	17	41%	42%
Students scoring at or above Level 7	19	46%	47%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		47%	52%
Students in lowest 25% making learning gains (FCAT 2.0)		58%	62%



**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)	29	25%	33%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	12%	21%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	12%	21%

**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	53	19%	27%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		60%

**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	44%	23%	No	50%
American Indian				
Asian				
Black/African American	36%	15%	No	42%
Hispanic	45%	26%	No	51%
White	58%	38%	No	62%
English language learners	33%	10%	No	40%
Students with disabilities	38%	21%	No	44%
Economically disadvantaged	42%	21%	No	48%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	12%	35%
Students scoring at or above Achievement Level 4	48	5%	15%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	21	51%	53%
Students scoring at or above Level 7	10	24%	25%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		40%	46%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		50%	55%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		68%	71%
Middle school performance on high school EOC and industry certifications		72%	75%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	54%	57%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		8%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		35%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		41%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	15%	21%
Students scoring at or above Achievement Level 4	14	6%	8%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	30%
Students scoring at or above Level 7		[data excluded for privacy reasons]	37%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	52%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	22%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		25
Participation in STEM-related experiences provided for students	250	16%	30%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	215	6%	10%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	100	11%	15%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		15%	20%
Students taking CTE industry certification exams	10	75%	80%
Passing rate (%) for students who take CTE industry certification exams		0%	10%
CTE program concentrators	3	10%	15%
CTE teachers holding appropriate industry certifications	1	1%	3%

**Area 8: Early Warning Systems**

**Middle School Indicators**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	265	25%	24%
Students who fail a mathematics course	93	9%	8%
Students who fail an English Language Arts course	62	6%	5%
Students who fail two or more courses in any subject	66	6%	5%
Students who receive two or more behavior referrals	424	41%	40%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	336	31%	30%

## Goals Summary

- G1.** In monitoring the Early Warning Systems, the number of students who receive two or more behavior referrals will decrease by 1 percent during the 2013-2014 school year.
- G2.** Student achievement is correlated to behavior. In monitoring the Early Warning Systems, CBAAS will increase student achievement by decreasing the number of students who fail Language Arts Courses and/ or fail two more courses in any subject.
- G3.** Student academic achievement is correlated to student attendance. In the Early Warning Systems, CBAAS, Cutler Ridge Campus will increase student attendance by decreasing the number of students who miss 10 percent or more of the available instruction time
- G4.** It is expected that there will be an overall increase of the students scoring level 4 on the 2014 Civics EOC assessment.
- G5.** It is expected that the students at CBAAS, Cutler Ridge campus will make an overall increase on the 2014 Civics End-of-Course assessment.
- G6.** There is a need to increase the number of teachers holding appropriate industry certifications within the 2013-2014 school year.
- G7.** There is a need to increase the number of teachers holding appropriate industry certifications within the 2013-2014 school year.
- G8.** There is a need to increase the number of students passing the CTE industry certification exams within the 2013-2014 school year.
- G9.** There is a need to increase the number of students participating in CTE courses enrolled in accelerated courses within the 2013-2014 school year.
- G10.** There is a need to increase the number of students participating in one or more CTE courses within the 2013-2014 school year.
- G11.** In order to emphasize or engage students in the problem solving process, the number of students participating in Project Based Learning STEM need to increase.
- G12.** According to the 2013 Biology EOC, 21 percent of students scored a Level 4. It is anticipated that 22 percent will score a Level 4 on the Biology EOC.
- G13.** According to the 2013 Biology EOC, 50 percent of students scored a level 3. It is anticipated that 52 percent will score a level 3 on the 2014 Biology EOC.
- G14.** On the 2013 Science FAA, 36 percent of students scored a level 7. The targeted percentage for students taking the 2014 Science FAA is 37 percent scoring a level 7.

- G15.** On the 2013 Science FAA, 27 percent of students scored a Level 4, 5, 6. The targeted percentage for the 2014 Science FAA is 30 percent.
- G16.** According to the 2013 FCAT 2.0 Science data, 6 percent of students scored a Level 4. It is anticipated that 8 percent of higher will score a Level 4 on the 2014 Science 2.0 FCAT administration.
- G17.** According to the 2013 FCAT 2.0 Science data, 15 percent of students scored at level 3. It is anticipated that 21 percent or higher will score a level 3 on the 2014 Science FCAT administration.
- G18.** Data obtained from the 2013 Algebra 1 EOC indicates that 7 percent of students scored a Level 4 or above. During the 2014 Algebra 1 EOC, it is anticipated that 8 percent of students will score a Level 4 or above.
- G19.** Data obtained from the 2013 Algebra 1 EOC indicates that 54 percent of students scored a level 3. During the 2014 Algebra 1 EOC, it is anticipated that 57 percent of students will score a level 3.
- G20.** During the 2012-2013 school year, 68 percent of students participated in the high school EOC and industry certifications. During the 2013-2014, the percentage of students participating in the EOC and industry certifications will increase by 3 percent.
- G21.** According to the 2013 Math FCAT 2.0, the number of students scoring in the lowest 25 percent making learning gains need improvements by 5 percent for the 2014 Math FCAT 2.0.
- G22.** According to the 2013 Math FCAT 2.0, EOC, and FAA, the percentage of students making learning gains need improvement by 6 percent for the 2014 Math FCAT 2.0, EOC and FAA.
- G23.** According to the 2013 Math FAA, the students scoring at Level 7 or above need improvement from 24 percent to 25 percent during 2014 Math FAA.
- G24.** According to the 2013 Math FAA, 51 percent of students scored at Levels 4,5,6. During the 2014 FAA, it is expected that 53 percent of students will score at Levels 4, 5, 6.
- G25.** According to the 2013 Math FCAT 2.0, 5 percent of students scored at Level 4 or above. This year, fifteen percent of the students are targeted to score at level 4 or above.
- G26.** According to the 2013 Math FCAT 2.0, 12 percent of student scored a level 3 or above. During the 2014 Math FCAT 2.0, it is anticipated that 35 percent of students will score a level 3 or above.
- G27.** According to the 2013 FCAT 2.0 Math, 23 percent of all students scored a level 3 or above. During the 2014 FCAT 2.0 Math, it is expected that 50 percent of all students will score a level 3 or above.

- G28.** According to the 2013 FAA, 55 percent of our students scored Level 4 or above in the area of writing. During the 2014 FAA, it is anticipated that 60 percent of students will score a Level 4 or above in the area of writing.
- G29.** According to the 2013 FCAT 2.0, 19 percent of our 8th graders scored a 3.5 or above on writing. During the 2014 FCAT 2.0 reading assessment, it is expected that 27 percent of our students will score a 3.5 or above in writing.
- G30.** According to the 2013 CELLA, 12 percent of students scored proficient in the area of Writing. During the 2014 CELLA, 21 percent of students will score proficient.
- G31.** According to the 2013 CELLA, 12 percent of students scored proficient in the area of Reading. During the 2014 CELLA, 21 percent of students will score proficient.
- G32.** According to the 2013 CELLA, 25 percent of students scored proficient in the area of Listening/ Speaking. During the 2014 CELLA, 33% of students will score proficient in the area of Listening/ Speaking.
- G33.** According to the 2013 Reading FCAT 2.0, 58 percent of students in the lowest 25% made learning gains. It is anticipated during the 2014 Reading FCAT 2.0, 62 percent of students in the lowest 25% will make learning gains.
- G34.** During the 2013 FCAT 2.0 & the FAA Reading Assessment, 47% of students made learning gains. It is anticipated during the 2014 FCAT 2.0 and the FAA Reading Assessment, that 52% of students will make learning gains.
- G35.** The area of deficiency for the students scoring at level 7 as noted on the 2013 FAA administration is Reading Comprehension. It is expected that there will be an one percent increase with students that score a level 7 and above on the 2014 FAA.
- G36.** According to the 2013 FAA, 41 percent of our students scored at levels 4, 5, 6. It is expected that 42 percent of students will score a level 4, 5, 6 on the 2014 FAA assessment.
- G37.** According to the 2013 FCAT 2.0 Reading, none of our subgroups made their 2012-2013 AMO. It is expected during the 2014 FCAT 2.0 Reading, all of our subgroups will make their AMO.
- G38.** The area of deficiency for the students scoring at Level 3 as noted on the 2013 Reading FCAT 2.0 administration is Reading Application. It is anticipated that 37 percent of students will score above a level 3 on the 2014 FCAT 2.0 Reading Assessment.
- G39.** The area of deficiency for the students scoring at or above Level 4 as noted on the 2013 Reading FCAT 2.0 administration is Informational Text/ Research Process. It is anticipated that 17 percent of students will score above a level 4 on the 2014 FCAT 2.0

## Goals Detail

**G1.** In monitoring the Early Warning Systems, the number of students who receive two or more behavior referrals will decrease by 1 percent during the 2013-2014 school year.

**Targets Supported**

- EWS - Middle School

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Limited MTSS/Rtl referrals

**Plan to Monitor Progress Toward the Goal**

The Student Services department and the PBS Coach will meet with identified students and discuss behavior data for goal setting and adjustments for intervention services

**Person or Persons Responsible**

Students Services department chair and PBS Coach

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Case Management history and attendance bulletins

**G2.** Student achievement is correlated to behavior. In monitoring the Early Warning Systems, CBAAS will increase student achievement by decreasing the number of students who fail Language Arts Courses and/or fail two more courses in any subject.

**Targets Supported**

- EWS - Middle School

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Limited behavior intervention and tutorial programs

**Plan to Monitor Progress Toward the Goal**

Student services will analyze student grade reports and make intervention adjustments as needed

**Person or Persons Responsible**

Student Services department chair and the Administrative team

**Target Dates or Schedule:**

On-going basis

**Evidence of Completion:**

Student Services meeting minutes



**G3.** Student academic achievement is correlated to student attendance. In the Early Warning Systems, CBAAS, Cutler Ridge Campus will increase student attendance by decreasing the number of students who miss 10 percent or more of the available instruction time

**Targets Supported**

- EWS - Middle School

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Limited referrals for MTSS/RTI services

**Plan to Monitor Progress Toward the Goal**

The administrative team will analyze monthly attendance bulletins and make adjustments to ensure attendance

**Person or Persons Responsible**

The administrative team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

School attendance and MTSS referrals

**G4.** It is expected that there will be an overall increase of the students scoring level 4 on the 2014 Civics EOC assessment.

**Targets Supported**

- Civics EOC

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Limited opportunities for students to write about Civics

**Plan to Monitor Progress Toward the Goal**

Teachers will analyze district formative assessment data and make needed instructional focus adjustments.

**Person or Persons Responsible**

Social Studies department chair and the Administrative team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

District formative assessments, Student portfolios and Teacher lesson plans

**G5.** It is expected that the students at CBAAS, Cutler Ridge campus will make an overall increase on the 2014 Civics End-of-Course assessment.

**Targets Supported**

- Civics EOC

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Limited teacher implementation of differentiated instruction

**Plan to Monitor Progress Toward the Goal**

Teachers will analyze district formative assessment data and make instructional focus adjustments as needed within Departmental Planning sessions

**Person or Persons Responsible**

Instructional teachers, Social Studies department chair, and the Administrative team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Teacher lesson plans, Student portfolios and Classroom Observational data

**G6.** There is a need to increase the number of teachers holding appropriate industry certifications within the 2013-2014 school year.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Limited recruitment of instructors

**Plan to Monitor Progress Toward the Goal**

The administrative team will monitor the number of teachers participating in professional development and CTE conferences

**Person or Persons Responsible**

The Administrative team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Professional Development Logs

**G7.** There is a need to increase the number of teachers holding appropriate industry certifications within the 2013-2014 school year.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G8.** There is a need to increase the number of students passing the CTE industry certification exams within the 2013-2014 school year.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Limited opportunities for student participation in CTE industry certification exams.

**Plan to Monitor Progress Toward the Goal**

Teachers will analyze the data from CTE industry exams and district formative assessments to adjust instructional focus to ensure student success.

**Person or Persons Responsible**

Instructional teachers, Academic Instructional coaches, and the Administrative team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Industry Certification exams, Teacher lesson plans, Student portfolios and Classroom Observational data

**G9.** There is a need to increase the number of students participating in CTE courses enrolled in accelerated courses within the 2013-2014 school year.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Limited advertisement and recruitment efforts for CTE students to participate in accelerated courses

**Plan to Monitor Progress Toward the Goal**

The teachers will meet in departmental planning sessions and analyze student data for needed adjustments in the instructional focus.

**Person or Persons Responsible**

Instructional teachers, Math and Science Instructional coaches and the Administrative team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Student portfolios, Teacher lesson plans, and Classroom observational data

**G10.** There is a need to increase the number of students participating in one or more CTE courses within the 2013-2014 school year.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- There was limited promotion of CTE courses.

**Plan to Monitor Progress Toward the Goal**

The Student Services department and the administrative team will meet periodic to discuss articulation data and industry certification data to analyze data and make adjustments to recruitment efforts.

**Person or Persons Responsible**

Student Services department chair and the administrative team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Student Services department meetings

**G11.** In order to emphasize or engage students in the problem solving process, the number of students participating in Project Based Learning STEM need to increase.

**Targets Supported**

- STEM - All Levels

**Resources Available to Support the Goal**

- 

**Targeted Barriers to Achieving the Goal**

- Limited promotion of STEM activities for student participation

**Plan to Monitor Progress Toward the Goal**

Increased student participation in school site STEM competitions that serve as a selection process for the District and State STEM competitions.

**Person or Persons Responsible**

Math and Science Instructional coaches and the Administrative Team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

STEM competition participation rosters, Teacher lesson plans, and student portfolios

**G12.** According to the 2013 Biology EOC, 21 percent of students scored a Level 4. It is anticipated that 22 percent will score a Level 4 on the Biology EOC.

**Targets Supported**

- Science - Biology 1 EOC

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Limited number of students that have access to the course results in a limited availability of resources.

**Plan to Monitor Progress Toward the Goal**

Teachers will analyze data within departmental planning sessions and make instructional focus adjustments as needed.

**Person or Persons Responsible**

Science Instructional coach and Administrative Team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Teacher lesson plans and Student portfolios

**G13.** According to the 2013 Biology EOC, 50 percent of students scored a level 3. It is anticipated that 52 percent will score a level 3 on the 2014 Biology EOC.

**Targets Supported**

- Science - Biology 1 EOC

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Students limited background knowledge

**Plan to Monitor Progress Toward the Goal**

Teachers will analyze formative assessment data and make instructional adjustments to ensure student success. Teachers will conduct data chats with parents and students to discuss goal setting.

**Person or Persons Responsible**

Instructional teachers, Science Instructional coach, and Administrative team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Student portfolios and Teacher lesson plans

**G14.** On the 2013 Science FAA, 36 percent of students scored a level 7. The targeted percentage for students taking the 2014 Science FAA is 37 percent scoring a level 7.

**Targets Supported**

- Science - Middle School

**Resources Available to Support the Goal**

- 

**Targeted Barriers to Achieving the Goal**

- Teachers provided few opportunities for students to write about science and explain concepts.

**Plan to Monitor Progress Toward the Goal**

Teachers will analyze data within departmental planning sessions and make instructional focus adjustments.

**Person or Persons Responsible**

Instructional teachers, Science Instructional coach and Administrative team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Teacher lesson plans, Student portfolios, Departmental Planning minutes

**G15.** On the 2013 Science FAA, 27 percent of students scored a Level 4, 5, 6. The targeted percentage for the 2014 Science FAA is 30 percent.

**Targets Supported**

- Science - Middle School

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Limited promotion of the use of instructional technology(Discovery learning) to enhance and remediate student understanding.

**Plan to Monitor Progress Toward the Goal**

Teachers will analyze data during departmental planning sessions and make instructional focus adjustments as necessary. Teachers will have data chats with students and parents to discuss goal setting.

**Person or Persons Responsible**

Instructional teachers, Science Instructional coach and Administrative team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Teacher lesson plans, Student portfolios and Classroom Observational data.

**G16.** According to the 2013 FCAT 2.0 Science data, 6 percent of students scored a Level 4. it is anticipated that 8 percent of higher will score a Level 4 on the 2014 Science 2.0 FCAT administration.

**Targets Supported**

- Science - Middle School

**Resources Available to Support the Goal**

- 

**Targeted Barriers to Achieving the Goal**

- Teachers limited utilization of data to drive instruction.

**Plan to Monitor Progress Toward the Goal**

Teachers will analyze student data to make adjustments to instructional focus. Teachers will conduct student and parent data chats for goal setting.

**Person or Persons Responsible**

Instructional teachers, Science Instructional coach, and Administrative team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Teacher lesson plans, Student portfolios, Classroom Observational data

**G17.** According to the 2013 FCAT 2.0 Science data, 15 percent of students scored at level 3. It is anticipated that 21 percent or higher will score a level 3 on the 2014 Science FCAT administration.

**Targets Supported**

- Science - Middle School

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Limited implementation of hands-on learning and concept applications.

**Plan to Monitor Progress Toward the Goal**

Teachers will analyze data and make instructional focus adjustment as necessary. Teachers will conduct student/ parent data chats.

**Person or Persons Responsible**

Instructional teachers, Science Instructional coach and Administrative team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Studnet portfolios, Teacher lesson plans and Classroom Observational data

**G18.** Data obtained from the 2013 Algebra 1 EOC indicates that 7 percent of students scored a Level 4 or above. During the 2014 Algebra 1 EOC, it is anticipated that 8 percent of students will score a Level 4 or above.

**Targets Supported**

- Algebra 1 EOC

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Teachers provided students limited exposure to higher order questions.

**Plan to Monitor Progress Toward the Goal**

Teachers will analyze data and make instructional focus as needed. Teachers will conduct data chats with students and parents to create goal setting,

**Person or Persons Responsible**

Instructional teachers, Math department chair, Math Instructional coach, and Administrative team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Teacher lesson plans, Student portfolios, and Classroom Observational data.



**G19.** Data obtained from the 2013 Algebra 1 EOC indicates that 54 percent of students scored a level 3. During the 2014 Algebra 1 EOC, it is anticipated that 57 percent of students will score a level 3.

**Targets Supported**

- Algebra 1 EOC

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Limited implementation of of Bell-to-Bell instructional routines.

**Plan to Monitor Progress Toward the Goal**

Teachers will analyze data during departmental planning and make needed instructional focus adjustments. Teachers will conduct data chats with students and parents.

**Person or Persons Responsible**

Instructional teachers, Math department chair, Math Instructional coach, and Administrative team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Student portfolios, Teacher lesson plans, District formative assessments, Classroom Observational data.

**G20.** During the 2012-2013 school year, 68 percent of students participated in the high school EOC and industry certifications. During the 2013-2014, the percentage of students participating in the EOC and industry certifications will increase by 3 percent.

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Limited recruitment efforts for enrollment in accelerated courses.

**Plan to Monitor Progress Toward the Goal**

Student services department and the Administrative team will meet with all currently enrolled magnet, CTE and high school EOC students to ensure successful adjustment and academic progress.

**Person or Persons Responsible**

Administrative team, Student services department chair, Electives department chair, Math Instructional coach and Science Instructional coach

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

District formative assessments and completion of industry certification examination

**G21.** According to the 2013 Math FCAT 2.0, the number of students scoring in the lowest 25 percent making learning gains need improvements by 5 percent for the 2014 Math FCAT 2.0.

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Teachers provided limited implementation of differentiated instruction

**Plan to Monitor Progress Toward the Goal**

Teachers will analyze student data including district formative assessments to monitor student progress. Teachers will conduct data chats with students and parents to discuss progress.

**Person or Persons Responsible**

Instructional teachers, Math Instructional coach , Administrative Team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Student portfolios and Teacher lesson plans.

**G22.** According to the 2013 Math FCAT 2.0, EOC, and FAA, the percentage of students making learning gains need improvement by 6 percent for the 2014 Math FCAT 2.0, EOC and FAA.

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Teachers provided students limited checks for understanding throughout daily lessons.

**Plan to Monitor Progress Toward the Goal**

Teachers will participate in departmental planning sessions to monitor progress of students for adjustments of instructional focus.

**Person or Persons Responsible**

Instructional teachers, Math Instructional coach, math department chair, ESE department chair, and Administrative Team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Departmental planning minutes, Teacher lessons plans, and Classroom Observational data

**G23.** According to the 2013 Math FAA, the students scoring at Level 7 or above need improvement from 24 percent to 25 percent during 2014 Math FAA.

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Teachers provided limited opportunities for students to engage in real world math application.

**Plan to Monitor Progress Toward the Goal**

Teachers will meet in department planning meetings to analyze data and make instructional focus adjustments as necessary. Students will participate in formal and informal assessments.

**Person or Persons Responsible**

Instructional teachers, ESE department chair, Teacher lesson plans and student portfolios

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Department planning minutes, student portfolios, teacher lesson plans, and Classroom Observational data

**G24.** According to the 2013 Math FAA, 51 percent of students scored at Levels 4,5,6. During the 2014 FAA, it is expected that 53 percent of students will score at Levels 4, 5, 6.

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Students were provided limited opportunities use assisted technology or visuals

**Plan to Monitor Progress Toward the Goal**

Teachers will use computer assisted programs to monitor student progress

**Person or Persons Responsible**

Instructional teachers, Math Instructional coach, Math department chairs, and Administrative team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Computer assisted program data, teacher lesson plans, and student portfolios

**G25.** According to the 2013 Math FCAT 2.0, 5 percent of students scored at Level 4 or above. This year, fifteen percent of the students are targeted to score at level 4 or above.

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Students were provided limited exposure to Higher Order Questions and lesson checks.

**Plan to Monitor Progress Toward the Goal**

Teachers will analyze student data and participate in departmental planning to monitor student progress. Teachers will conduct data chats with students and parents.

**Person or Persons Responsible**

Instructional teachers, Math department chairs, Math Instructional coach and Administrative Team.

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Teacher lesson plans, Student portfolios, and Classroom Observational data

**G26.** According to the 2013 Math FCAT 2.0, 12 percent of student scored a level 3 or above. During the 2014 Math FCAT 2.0, it is anticipated that 35 percent of students will score a level 3 or above.

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Students were provided limited opportunities to discuss and write about Mathematics.

**Plan to Monitor Progress Toward the Goal**

Teachers will use analyzed data to conduct data chats with students and parents. Students will participate in district formative assessment and informal assessments.

**Person or Persons Responsible**

Instructional teachers, Math department chair, Math Instructional coach, and Administrative team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

District formative assessments, Student portfolios, Teacher lesson plans and Classroom observational data.

**G27.** According to the 2013 FCAT 2.0 Math, 23 percent of all students scored a level 3 or above. During the 2014 FCAT 2.0 Math, it is expected that 50 percent of all students will score a level 3 or above.

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Teachers provided limited opportunities to use differentiated instruction to meet the needs of all learners.
- Teachers provided limited implementation of graphic organizers to assist with mastering key concepts.

**Plan to Monitor Progress Toward the Goal**

Teachers will conduct data chats with students and parents. Teachers will disaggregate data to adjust instructional focus and differentiate student instruction.

**Person or Persons Responsible**

Instructional teacher, Math department chair, Math Instructional coach, and administrative team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Teacher lesson plans and Student portfolios

**G28.** According to the 2013 FAA, 55 percent of our students scored Level 4 or above in the area of writing. During the 2014 FAA, it is anticipated that 60 percent of students will score a Level 4 or above in the area of writing.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Assistive technology for students with physical limitations

**Targeted Barriers to Achieving the Goal**

- Limited implementation of writing.

**Plan to Monitor Progress Toward the Goal**

Students will participate in formal and informal assessments to monitor progress. Administrative team will conduct classroom walkthroughs.

**Person or Persons Responsible**

Instructional Teachers, ESE Department Chair and Administrative Team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

Classroom Observational data, Teacher lesson plans and Student portfolios

**G29.** According to the 2013 FCAT 2.0, 19 percent of our 8th graders scored a 3.5 or above on writing. During the 2014 FCAT 2.0 reading assessment, it is expected that 27 percent of our students will score a 3.5 or above in writing.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Students are provided limited opportunities to complete the writing process from drafting to publication.

**Plan to Monitor Progress Toward the Goal**

Students will participate in district formative assessments. The data from assessments will be analyzed and instructional focus will be adjusted as needed.

**Person or Persons Responsible**

Classroom Instructors, Language Arts Department Chair, Writing Liasion, Reading Instructional Coach, and Administrative Team

**Target Dates or Schedule:**

On-going basis (August 2013- May 2014)

**Evidence of Completion:**

District formative assessments, Teacher lesson plans, Students Portfolios and Classroom Observational Data

**G30.** According to the 2013 CELLA, 12 percent of students scored proficient in the area of Writing. During the 2014 CELLA, 21 percent of students will score proficient.

**Targets Supported**

**Resources Available to Support the Goal**

- Achieve 3000 (Teenbiz)

**Targeted Barriers to Achieving the Goal**

- As indicated based on the data obtained, a barrier would be Language Limitations.

**Plan to Monitor Progress Toward the Goal**

Progress toward meeting the goal will be monitored by using formative and summative assessments.

**Person or Persons Responsible**

Instructors, Writing Liasion, ELL Department Chair, Reading Instructional Coach, and the Administrative Team.

**Target Dates or Schedule:**

On-going (August 2013- March 2014)

**Evidence of Completion:**

District formative assessments and 2014 CELLA Assessment

**G31.** According to the 2013 CELLA, 12 percent of students scored proficient in the area of Reading. During the 2014 CELLA, 21 percent of students will score proficient.

**Targets Supported**

**Resources Available to Support the Goal**

- Riverdeep (Destination Reading)
- Achieve 3000 (Teenbiz)

**Targeted Barriers to Achieving the Goal**

- An anticipated barrier is students' language limitations

**Plan to Monitor Progress Toward the Goal**

Students will be administered district formative assessments to assess knowledge and provide data for need instructional focus.

**Person or Persons Responsible**

The Administrative Team, Reading Instructional Coach and ELL department Chair

**Target Dates or Schedule:**

On-going (August 2013- March 2014)

**Evidence of Completion:**

District Formative Assessments, teacher lesson plans and students lesson plans.

**G32.** According to the 2013 CELLA, 25 percent of students scored proficient in the area of Listening/ Speaking. During the 2014 CELLA, 33% of students will score proficient in the area of Listening/ Speaking.

**Targets Supported**

**Resources Available to Support the Goal**

- Riverdeep (destination reading)

**Targeted Barriers to Achieving the Goal**

- Limited availability of technology

**Plan to Monitor Progress Toward the Goal**

Data will be desegregated to determine which skills were mastered and what areas are poor. Instructors will remediate poor areas using reteaching and differentiated instruction. Successful areas will be provided enrichment opportunities to ensure continued success.

**Person or Persons Responsible**

Instructors, ELL Department Chair, Administrative Team

**Target Dates or Schedule:**

On-going (August 2013- March 2014)

**Evidence of Completion:**

2014 CELLA Assessment, teacher lesson plans, and student portfolios.

**G33.** According to the 2013 Reading FCAT 2.0, 58 percent of students in the lowest 25% made learning gains. It is anticipated during the 2014 Reading FCAT 2.0, 62 percent of students in the lowest 25% will make learning gains.

**Targets Supported**

**Resources Available to Support the Goal**

- FCAT Explorer
- Reading Plus
- Accelerated Reader

**Targeted Barriers to Achieving the Goal**

- Teachers limited implementation of differentiated instruction within classroom activities

**Plan to Monitor Progress Toward the Goal**

The data collected from the district formative assessments will be analyzed and the instructional focus will be adjusted to as necessary to reteach benchmarks that were not successful and enrich the benchmarks that were successful. Data chats will be conducted within departments, with students and parents on-going through out the school year.

**Person or Persons Responsible**

The administrative team, the reading instructional coach

**Target Dates or Schedule:**

On-going (August 2013- April 2014)

**Evidence of Completion:**

Teacher lesson plans, student portfolios and district formative assessments.

**G34.** During the 2013 FCAT 2.0 & the FAA Reading Assessment, 47% of students made learning gains. It is anticipated during the 2014 FCAT 2.0 and the FAA Reading Assessment, that 52% of students will make learning gains.

**Targets Supported**

**Resources Available to Support the Goal**

- Accelerated Reader
- FCAT Explorer
- Riverdeep (Destination Reading)

**Targeted Barriers to Achieving the Goal**

- Teachers provided limited opportunities for students to use comprehension strategies during class activities.



### Plan to Monitor Progress Toward the Goal

District formative assessments will provide needed data so classroom instruction can be adjusted to reteach unsuccessful benchmarks and provide enrichment for successful benchmarks.

**Person or Persons Responsible**

Classroom teachers, reading instructional coach, and the administrative team

**Target Dates or Schedule:**

on-going (August 2013- April 2013)

**Evidence of Completion:**

2014 FCAT 2.0 Reading Assessment and 2014 FAA Assessment

**G35.** The area of deficiency for the students scoring at level 7 as noted on the 2013 FAA administration is Reading Comprehension. It is expected that there will be an one percent increase with students that score a level 7 and above on the 2014 FAA.

**Targets Supported****Resources Available to Support the Goal****Targeted Barriers to Achieving the Goal**

- Limited implementation of computer assisted programs to assist with reading comprehension skills.

### Plan to Monitor Progress Toward the Goal

Teachers will provide periodic assessments using visual choices as presented on the FAA.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule:**

August 2013- February 2014 on-going

**Evidence of Completion:**

student portfolios and teacher lesson plans

**G36.** According to the 2013 FAA, 41 percent of our students scored at levels 4, 5, 6. It is expected that 42 percent of students will score a level 4, 5, 6 on the 2014 FAA assessment.

**Targets Supported****Resources Available to Support the Goal**

- Destination Reading (River Deep)

**Targeted Barriers to Achieving the Goal**

- Students are provided limited opportunities to complete reading comprehension activities.

## Plan to Monitor Progress Toward the Goal

students will be assessed using computer assisted program to monitor progress

### Person or Persons Responsible

Teachers, ESE department chair, instructional coaches and administrative team.

### Target Dates or Schedule:

On-going basis

### Evidence of Completion:

Classroom observational data and student portfolios

**G37.** According to the 2013 FCAT 2.0 Reading, none of our subgroups made their 2012-2013 AMO. It is expected during the 2014 FCAT 2.0 Reading, all of our subgroups will make their AMO.

### Targets Supported

### Resources Available to Support the Goal

- Computerized reading programs and voyager reading program.

### Targeted Barriers to Achieving the Goal

- Teachers provided limited opportunities for students to read a wide variety of texts and understand the organizational structure.

## Plan to Monitor Progress Toward the Goal

Quarterly Assessments

### Person or Persons Responsible

Language Arts Department Chair, Reading Instructional Coach, and the Administrative Team

### Target Dates or Schedule:

August 2013-Ongoing

### Evidence of Completion:

District Formative Assessments

**G38.** The area of deficiency for the students scoring at Level 3 as noted on the 2013 Reading FCAT 2.0 administration is Reading Application. It is anticipated that 37 percent of students will score above a level 3 on the 2014 FCAT 2.0 Reading Assessment.

### Targets Supported

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

- Teachers provided limited opportunities for project-based learning.
- Limited implementation of reading strategies within content areas.

## Plan to Monitor Progress Toward the Goal

Reviewing 2014 FCAT 2.0 Data

### Person or Persons Responsible

Reading Instructional Coach and Administrative Team

### Target Dates or Schedule:

May 2014

### Evidence of Completion:

Results from FCAT 2.0 Reading 2014

**G39.** The area of deficiency for the students scoring at or above Level 4 as noted on the 2013 Reading FCAT 2.0 administration is Informational Text/ Research Process. It is anticipated that 17 percent of students will score above a level 4 on the 2014 FCAT 2.0

### Targets Supported

### Resources Available to Support the Goal

- Accelerated Reader FCAT Explorer Reading Plus Destination Reading

### Targeted Barriers to Achieving the Goal

- Teachers provided limited implementation of reading comprehension strategies into instruction.

## Plan to Monitor Progress Toward the Goal

The process for using collected data includes having data chats with departments, teams, and students.

### Person or Persons Responsible

Administrative Team and reading instructional coach

### Target Dates or Schedule:

On-going basis

### Evidence of Completion:

Data Chats debriefing sheets

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** In monitoring the Early Warning Systems, the number of students who receive two or more behavior referrals will decrease by 1 percent during the 2013-2014 school year.

### **G1.B1** Limited MTSS/Rtl referrals

**G1.B1.S1** The MTSS/Rtl teams will monitor students who received two or more behavior referrals providing students with counseling and encouraging parental involvement in this process. There will be an increase of behavior support/ interventions in an effort to decrease behavior referrals. Teachers will be provided professional development opportunities on positive behavior support and classroom management best practices.

#### **Action Step 1**

Students who demonstrate a pattern of administrative referrals will be referred to the MTSS/Rtl team for intervention.

#### **Person or Persons Responsible**

Student Services department chair, PBS Coach, ESE department chair and the Administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Case management history

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

The MTSS/Rtl team will meet on a monthly basis to discuss students reviewed. Attendance bulletins will be reviewed by Student services for possible referrals

#### **Person or Persons Responsible**

Student Services department chair, PBS Coach, ESE department chair and the Administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

MTSS meeting minutes

### **Plan to Monitor Effectiveness of G1.B1.S1**

The MTSS/RtI team will meet to discuss referrals. The Student services department and the PBS Coach will meet with identified students to monitor behavior and touch basis with parents.

#### **Person or Persons Responsible**

Student Services department chair, PBS Coach, ESE department chair and the Administrative team

#### **Target Dates or Schedule**

on-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Case management history and monthly attendance bulletins

**G2.** Student achievement is correlated to behavior. In monitoring the Early Warning Systems, CBAAS will increase student achievement by decreasing the number of students who fail Language Arts Courses and/ or fail two more courses in any subject.

### **G2.B1 Limited behavior intervention and tutorial programs**

**G2.B1.S1** The Student Services department will meet with students quarterly to provide wrap-around services that will increase student achievement.

#### **Action Step 1**

The student services department will meet with each grade level students that are failing one or more courses to provide wrap-around services to increase student achievement

#### **Person or Persons Responsible**

Student Services department chair and the Administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Quarterly meeting rosters

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

Students participation in district formative assessments and quarterly report cards

#### **Person or Persons Responsible**

Student Services department chair and the Administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

District formative assessments

### **Plan to Monitor Effectiveness of G2.B1.S1**

The Administrative team will meet quarterly with the Student Services department to discuss student progress

#### **Person or Persons Responsible**

the Administrative Team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Student Service meeting minutes

**G3.** Student academic achievement is correlated to student attendance. In the Early Warning Systems, CBAAS, Cutler Ridge Campus will increase student attendance by decreasing the number of students who miss 10 percent or more of the available instruction time

**G3.B1** Limited referrals for MTSS/RTI services

**G3.B1.S1** Students who demonstrate a pattern of non-attendance will be referred to the MTSS/Rtl team

**Action Step 1**

Students who have a large number of absences will be referred for MTSS/Rtl services

**Person or Persons Responsible**

Student Services department chair, ESE department chair, Community Involvement Specialist and the Administrative team

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

MTSS/ Rtl referrals and attendance bulletins

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

Students will participate in district formative assessments

**Person or Persons Responsible**

The Administrative team, Student Services department chair, and the ESE department chair

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

District formative assessments

### **Plan to Monitor Effectiveness of G3.B1.S1**

The MTSS/ Rtl team will meet on a monthly basis to discuss referrals. The Administrative team will review monthly attendance bulletins

#### **Person or Persons Responsible**

The administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

MTSS/Rtl meeting minutes

**G4.** It is expected that there will be an overall increase of the students scoring level 4 on the 2014 Civics EOC assessment.

### **G4.B1** Limited opportunities for students to write about Civics

**G4.B1.S1** Teachers will implement opportunities for students to write about Civics for the purpose of informing or persuade.

#### **Action Step 1**

Teachers will facilitate enrichment activities that will allow students to write about Civics for the purpose of informing or persuade.

#### **Person or Persons Responsible**

Social Studies department chair and the Administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Student portfolios, Teacher lesson plans and Classroom Observational data



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

Teachers will administer district formative assessment to monitor for fidelity of implementation

#### **Person or Persons Responsible**

Social Studies department chair and the Administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Student portfolios, Teacher lesson plans, and Classroom Observational data

### **Plan to Monitor Effectiveness of G4.B1.S1**

Administrative team will conduct classroom walkthroughs

#### **Person or Persons Responsible**

The Administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Classroom Observational data

**G5.** It is expected that the students at CBAAS, Cutler Ridge campus will make an overall increase on the 2014 Civics End-of-Course assessment.

**G5.B1** Limited teacher implementation of differentiated instruction

**G5.B1.S1** Students will produce project-based activities and participate in peer reviews using class developed rubrics.

**Action Step 1**

Teachers will create meaningful project-based learning activities that involve EOC subject matter for student mastery

**Person or Persons Responsible**

Instructional teachers, Social Studies department chair and the Administrative team

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

Teacher lesson plans, Student portfolios and Classroom Observational data

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

Teachers will administer district formative assessments to monitor for fidelity of implementation

**Person or Persons Responsible**

Instructional teachers, Social Studies department chair, and the Administrative team

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

Student portfolios, Teacher lesson plans, and Classroom Observational data

### Plan to Monitor Effectiveness of G5.B1.S1

the Administrative team will conduct classroom walkthroughs. Teachers will participate in Departmental Planning sessions

#### Person or Persons Responsible

Instructional teachers, Social Studies department chair, and the Administrative team

#### Target Dates or Schedule

On-going basis (August 2013- May 2014)

#### Evidence of Completion

Classroom Observational data, Teacher lesson plans, and Student portfolios

**G6.** There is a need to increase the number of teachers holding appropriate industry certifications within the 2013-2014 school year.

### G6.B1 Limited recruitment of instructors

**G6.B1.S1** Provide release time and/ or substitute funding for teachers to attend district professional development and CTE conferences

#### Action Step 1

Teachers will participate in district professional development and CTE conferences

#### Person or Persons Responsible

the Administrative team

#### Target Dates or Schedule

On-going basis

#### Evidence of Completion

Professional development rosters

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

Teachers will administer the Industry Certification Exams

**Person or Persons Responsible**

the Administrative team

**Target Dates or Schedule**

On-going basis

**Evidence of Completion**

Industry Certification exams

### Plan to Monitor Effectiveness of G6.B1.S1

The Administrative team will conduct classroom walkthroughs

**Person or Persons Responsible**

the Administrative team

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

Classroom Observational data

**G8.** There is a need to increase the number of students passing the CTE industry certification exams within the 2013-2014 school year.

**G8.B1** Limited opportunities for student participation in CTE industry certification exams.

**G8.B1.S1** Academic instructional coaches will facilitate lesson study for developing cross-curricular CCSS lessons.

**Action Step 1**

Students participating in CTE industry certification classes will have the opportunity to complete lesson study reviews to ensure successful completion of exams

**Person or Persons Responsible**

Instructional teacher, Academic Instructional coaches and the Administrative team

**Target Dates or Schedule**

On-going basis

**Evidence of Completion**

Industry certification exams, student portfolios, and teacher lesson plans

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

Teachers will administer CTE industry certification exams.

**Person or Persons Responsible**

Instructional teacher

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

Industry certification exams, teacher lesson plans, and student portfolios

## Plan to Monitor Effectiveness of G8.B1.S1

Administrators will conduct classroom walkthroughs

### Person or Persons Responsible

the administrative team

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Classroom Observational data

**G9.** There is a need to increase the number of students participating in CTE courses enrolled in accelerated courses within the 2013-2014 school year.

**G9.B1** Limited advertisement and recruitment efforts for CTE students to participate in accelerated courses

**G9.B1.S1** The administrative team will identify CTE students to participate in accelerated courses.

### Action Step 1

the administrative team will identify students participating in CTE courses to enroll in accelerated courses to assist in CTE completion.

### Person or Persons Responsible

The administrative team

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Industry certification exams, Student portfolios and Classroom Observation data

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

Teachers will administer district formative assessments to monitor for fidelity of implementation

#### **Person or Persons Responsible**

Instructional teachers and the administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

District formative assessments, Teacher lesson plans, Classroom Observational data and Student portfolios

### **Plan to Monitor Effectiveness of G9.B1.S1**

The administrative team will conduct classroom walkthroughs

#### **Person or Persons Responsible**

The Administrative Team

#### **Target Dates or Schedule**

On-going basis

#### **Evidence of Completion**

Classroom Observational data

**G10.** There is a need to increase the number of students participating in one or more CTE courses within the 2013-2014 school year.

**G10.B1** There was limited promotion of CTE courses.

**G10.B1.S1** The number of students enrolled within the CAPE, COAST and Criminal Justice/ Forensic Science magnet programs will increase via increased advertisement and recruitment process.

**Action Step 1**

The Student Services department and the Lead Magnet teacher will increase recruitment efforts by attending magnet fairs and beginning recruitment earlier in the school year. Additionally, the CAPE lead teacher and the administrative team will identify potential students to participate in the CAPE course for industry certification.

**Person or Persons Responsible**

The Administrative Team, the Student Services department chair, the Electives department chair and the CAPE lead teacher

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

Articulation data, CAPE attendance rosters, and student portfolios

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

Increased participation in school site CTE industry certification exams.

**Person or Persons Responsible**

CTE Lead instructor and the Administrative team

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

Student portfolios and Industry certification exams



## Plan to Monitor Effectiveness of G10.B1.S1

The administrative team will monitor the number of certification exams administered and the enrollment of CTE courses.

### Person or Persons Responsible

the Administrative Team

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Classroom Observational data, Student portfolios, Industry certification exams and CTE enrollment rosters

**G11.** In order to emphasize or engage students in the problem solving process, the number of students participating in Project Based Learning STEM need to increase.

## G11.B1 Limited promotion of STEM activities for student participation

**G11.B1.S1** Establish a plan and timeline for the development of student projects; increase student participation in STEM competitions (i.e. Fairchild Challenge, etc.)

### Action Step 1

Teachers will increase student participation in STEM competitions by creating opportunities to complete class assignments or projects that align with STEM competition dates.

### Person or Persons Responsible

Instructional teachers, Math and Science Instructional coaches, and the Administrative Team

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Teacher lesson plans, Classroom Observational data, and student portfolios

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

The number of student entries into school and district STEM competitions will allow for the monitoring of fidelity of implementation.

#### **Person or Persons Responsible**

Math and Science Instructional coach and Administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Classroom Observational data and student potfolios

### **Plan to Monitor Effectiveness of G11.B1.S1**

Administrators will conduct classroom observations

#### **Person or Persons Responsible**

Adminstrative Team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Classroom Observational data

**G12.** According to the 2013 Biology EOC, 21 percent of students scored a Level 4. It is anticipated that 22 percent will score a Level 4 on the Biology EOC.

**G12.B1** Limited number of students that have access to the course results in a limited availability of resources.

**G12.B1.S1** Provide teachers with additional resources, such as lab equipment, in order to enhance student learning.

**Action Step 1**

Teachers will be provided additional resources so students can participate in more hand-on activities including science labs.

**Person or Persons Responsible**

Science Instructional coach and the Administrative Team

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

Classroom Observational data and Teacher lesson plans

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

Students will participate in district formative assessments to monitor for Fidelity

**Person or Persons Responsible**

Instructional teachers, Science Instructional coach and Administrative team

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

District formative assessments, Teacher lesson plans and student portfolios

## Plan to Monitor Effectiveness of G12.B1.S1

The Administrative team will conducted classroom walkthroughs and teachers will participate in departmental planning sessions.

### Person or Persons Responsible

Science Instructional coach and Administrative team

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Classroom Observational data, Departmental planning minutes, Teacher lesson plans and student portfolios

**G13.** According to the 2013 Biology EOC, 50 percent of students scored a level 3. It is anticipated that 52 percent will score a level 3 on the 2014 Biology EOC.

## G13.B1 Students limited background knowledge

**G13.B1.S1** Teachers will provide students with extended opportunities to further develop their content knowledge and skills

### Action Step 1

Teachers will facilitate project based learning activities to develop students content knowledge and skills

### Person or Persons Responsible

Instructional teachers, Science Instructional coaches, and Administrative team

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Teacher lesson plans, Students portfolios and Classroom Observational data

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

Teachers will administer District formative assessments to monitor for fidelity of implementation

#### **Person or Persons Responsible**

Instructional teachers, Science Instructional coach and Administrative Team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

District formative assessments, Student portfolios and Teacher lesson plans

### **Plan to Monitor Effectiveness of G13.B1.S1**

Administrators will conduct classroom observations to monitor for effectiveness. Teachers will participate in departmental planning sessions.

#### **Person or Persons Responsible**

Instructional Teachers, Science Instructional coach and Administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Classroom Observational data, Departmental planning minutes, Teachers lesson plans and Student portfolios

**G14.** On the 2013 Science FAA, 36 percent of students scored a level 7. The targeted percentage for students taking the 2014 Science FAA is 37 percent scoring a level 7.

**G14.B1** Teachers provided few opportunities for students to write about science and explain concepts.

**G14.B1.S1** Teachers will provide students with opportunities to write and/ or speak to explain concept acquisition.

**Action Step 1**

Teachers will create meaningful lesson activities that will allow students the opportunities to write or discuss science concepts.

**Person or Persons Responsible**

Instructional teachers, Science Instructional coach and Administrative team

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

Teacher lesson plans, Student portfolios and Classroom Observational data

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

Teachers will administer district formative assessment and formal assessments to monitor for fidelity of implementation.

**Person or Persons Responsible**

Instructional teachers, Science Instructional coach and Administrative team

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

District formative assessments, Teacher lesson plans, student portfolios, and Classroom Observational data.

## Plan to Monitor Effectiveness of G14.B1.S1

Administrators will conduct classroom walkthroughs

### Person or Persons Responsible

The Administrative team

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Classroom Observational data

**G15.** On the 2013 Science FAA, 27 percent of students scored a Level 4, 5, 6. The targeted percentage for the 2014 Science FAA is 30 percent.

**G15.B1** Limited promotion of the use of instructional technology(Discovery learning) to enhance and remediate student understanding.

**G15.B1.S1** Teachers will incorporate instructional technology within structured lesson activities.

### Action Step 1

Teachers will use technology to differentiate instruction within class activities

### Person or Persons Responsible

Instructional teachers, Science Instructional coach and the Administrative Team

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Teacher lesson plans, Student Portfolios, and Classroom observational data.

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

Teachers will administer district formative assessments and use computer program reports to monitor for fidelity of implementation.

#### **Person or Persons Responsible**

The Administrative team and Science Instructional coach

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

District formative assessments, computer program reports, teacher lesson plans and student portfolios

### **Plan to Monitor Effectiveness of G15.B1.S1**

Administrators will conduct classroom walkthroughs. Teachers will participate in departmental planning sessions.

#### **Person or Persons Responsible**

Instructional teachers, Science Instructional coach and Administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Classroom Observational data, Student portfolios, and Teacher lesson plans



**G16.** According to the 2013 FCAT 2.0 Science data, 6 percent of students scored a Level 4. It is anticipated that 8 percent of higher will score a Level 4 on the 2014 Science 2.0 FCAT administration.

**G16.B1** Teachers limited utilization of data to drive instruction.

**G16.B1.S1** Continuously and strategically collect, analyze, and utilize reliable student data in order to address students' weaknesses.

**Action Step 1**

Teachers will analyze data to adjust instructional focus for benchmark mastery and student success.

**Person or Persons Responsible**

Instructional teachers, Science Instructional coach, and Administrative team

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

Classroom Observational data, Student Portfolios, and Teacher lesson plan

**Plan to Monitor Fidelity of Implementation of G16.B1.S1**

Teachers will administer District formative assessment and District unit topic assessments

**Person or Persons Responsible**

Instructional teachers, Science Instructional coach and Administrative Team

**Target Dates or Schedule**

On-going basis

**Evidence of Completion**

Teacher lesson plans, Student portfolios, and Classroom Observational data

## Plan to Monitor Effectiveness of G16.B1.S1

Administrative team will conduct walkthroughs. Teachers will participate in departmental planning.

### Person or Persons Responsible

Instructional teachers, Science Instructional coach, and Administrative team

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Classroom Observational data, Departmental planning minutes, student portfolios, and teacher lesson plans

**G17.** According to the 2013 FCAT 2.0 Science data, 15 percent of students scored at level 3. It is anticipated that 21 percent or higher will score a level 3 on the 2014 Science FCAT administration.

**G17.B1** Limited implementation of hands-on learning and concept applications.

**G17.B1.S1** Regularly engage students in hands-on learning and full lab implementation.

### Action Step 1

Teachers will engage students in hands on learning activities using full lab implementation.

### Person or Persons Responsible

Instructional teacher, Science Instructional coach and Administrative team

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Teacher lesson plans, Student portfolios, Classroom Observational data

### Plan to Monitor Fidelity of Implementation of G17.B1.S1

Teachers will administer District formative assessments and District unit topic assessments.

#### **Person or Persons Responsible**

Instructional teachers, Science Instructional coach, and Administrative team

#### **Target Dates or Schedule**

On-going basis. (August 2013- May 2014)

#### **Evidence of Completion**

Teacher lesson plans, Student portfolios, , Classroom Observational data, District formative assessments and District unit topic assessments.

### Plan to Monitor Effectiveness of G17.B1.S1

Departmental Planning sessions and Administrative walkthroughs

#### **Person or Persons Responsible**

Administrative team and Science Instructional coach

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Departmental planning minutes, Classroom Observational data, Teacher lesson plans, and student portfolios.

**G18.** Data obtained from the 2013 Algebra 1 EOC indicates that 7 percent of students scored a Level 4 or above. During the 2014 Algebra 1 EOC, it is anticipated that 8 percent of students will score a Level 4 or above.

**G18.B1** Teachers provided students limited exposure to higher order questions.

**G18.B1.S1** Teacher will implement Essential questions and Higher order questions to initiate and guide student discourse.

**Action Step 1**

Teacher will use Higher order questions to guide students throughout lesson study of content material

**Person or Persons Responsible**

Instructional teachers, Math department chair, Math Instructional coach and the Administrative team

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

Teacher lesson plans, Student portfolios, and Classroom Observational data

**Plan to Monitor Fidelity of Implementation of G18.B1.S1**

Students will participate in district formative assessment to monitor fidelity of implementation.

**Person or Persons Responsible**

Instructional teacher, Math department chair, Math Instructional coach, and the Administrative team

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

District formative assessment data, student portfolios, teacher lesson plans, and Classroom Observational data

## Plan to Monitor Effectiveness of G18.B1.S1

Administrators will conduct classroom walkthroughs and Math departmental planning sessions

### Person or Persons Responsible

Math department chair, Math Instructional coach, and the Administrative team

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Student portfolios, Teacher lesson plans, Classroom Observational data and departmental planning minutes

**G19.** Data obtained from the 2013 Algebra 1 EOC indicates that 54 percent of students scored a level 3. During the 2014 Algebra 1 EOC, it is anticipated that 57 percent of students will score a level 3.

**G19.B1** Limited implementation of of Bell-to-Bell instructional routines.

**G19.B1.S1** Teachers will implement and monitor the effective use of Bell-to-Bell instructional routines that follow the Gradual Release of Responsibility Model.

### Action Step 1

Teachers will implement Bell-to-Bell instructional activities throughout the duration of the class period including bell ringers, differentiated instructional activities and lesson closure exercises.

### Person or Persons Responsible

Instructional teachers, Math department chair, Math Instructional coaches and the Administrative team

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Student portfolios, Teacher lesson plans and Classroom Observational data

### Facilitator:

Math Instructional Coach

### Participants:

Math Instructors

### **Plan to Monitor Fidelity of Implementation of G19.B1.S1**

Teachers will administer district formative assessments and computer assisted programs to monitor fidelity.

#### **Person or Persons Responsible**

Instructional teachers, Math department chair, Math Instructional coach and Administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Student portfolios, Teacher lesson plans, Classroom Observational data, district formative assessment data, and computer assisted program reports.

### **Plan to Monitor Effectiveness of G19.B1.S1**

Administrators will conduct classroom walkthroughs and Math Departmental planning sessions.

#### **Person or Persons Responsible**

Math Instructional coaches, Math department chair, and the Administrative Team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Classroom observational data, Teacher lesson plans, and Departmental planning minutes

**G20.** During the 2012-2013 school year, 68 percent of students participated in the high school EOC and industry certifications. During the 2013-2014, the percentage of students participating in the EOC and industry certifications will increase by 3 percent.

**G20.B1** Limited recruitment efforts for enrollment in accelerated courses.

**G20.B1.S1** Articulation will be conducted in January for the following school year to ensure successful enrollment of students. Additionally, the student services department will meet with all magnet, CTE and high school EOC students to ensure successful adjustment and academic progress. Administration will identify students for high school EOC courses.

**Action Step 1**

Administration will identify students for high school EOC courses and industry certification.

**Person or Persons Responsible**

Administration, Student services department chair, and Electives department chair.

**Target Dates or Schedule**

On-going basis. (August 2013-May 2014)

**Evidence of Completion**

Student portfolios, articulation data, and school master schedule.

**Plan to Monitor Fidelity of Implementation of G20.B1.S1**

The student services department and administration will meet on a bi-weekly to review articulation data and needed focus adjustments as necessary.

**Person or Persons Responsible**

Administrative Team and student services department chair.

**Target Dates or Schedule**

January 2014- May 2014

**Evidence of Completion**

Articulation data

## Plan to Monitor Effectiveness of G20.B1.S1

Administration will conduct reviews of articulation efforts

### Person or Persons Responsible

Administrative team and student services department chair

### Target Dates or Schedule

January 2014- May 2014

### Evidence of Completion

Articulation data

**G21.** According to the 2013 Math FCAT 2.0, the number of students scoring in the lowest 25 percent making learning gains need improvements by 5 percent for the 2014 Math FCAT 2.0.

## G21.B1 Teachers provided limited implementation of differentiated instruction

**G21.B1.S1** Support mathematical fluency and problem solving skills in the areas of statistics and probability by providing time to practice and apply learned concepts in real life situations.

### Action Step 1

Teachers will implement differentiated instruction to support mathematical fluency and problem solving skills

### Person or Persons Responsible

Instructional teachers, Math department chair, Math Instructional coach and Administrative team.

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Student portfolios, Teacher lesson plans, Classroom Observation data, and Administrative team



### **Plan to Monitor Fidelity of Implementation of G21.B1.S1**

Teachers will implement district formative assessments to monitor fidelity of implementation

#### **Person or Persons Responsible**

Instructional teachers, Math Instructional coach, Administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

District formative assessments

### **Plan to Monitor Effectiveness of G21.B1.S1**

Teachers will participate in departmental planning sessions to monitor effectiveness and administrators will conduct classroom walkthroughs

#### **Person or Persons Responsible**

Instructional teachers, Math Instructional coach, Administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Departmental planning minutes, Classroom Observational data, Teacher lesson plans, and Student portfolios.

**G22.** According to the 2013 Math FCAT 2.0, EOC, and FAA, the percentage of students making learning gains need improvement by 6 percent for the 2014 Math FCAT 2.0, EOC and FAA.

**G22.B1** Teachers provided students limited checks for understanding throughout daily lessons.

**G22.B1.S1** Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on expressions, equations, and functions.

### **Action Step 1**

Teachers will implement differentiated instruction to develop small group instruction for intervention and enrichment activities.

#### **Person or Persons Responsible**

Instructional teachers, Math Instructional data, and Administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Classroom observational data, student portfolios and teacher lesson plans

#### **Facilitator:**

Math Instructional coach

#### **Participants:**

Math teachers

### **Plan to Monitor Fidelity of Implementation of G22.B1.S1**

Students will participate in district formative assessments and computer assisted programs.

#### **Person or Persons Responsible**

Instructional teachers, Math department chairs, Math Instructional coach, and Administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

District formative assessments, Computer assisted program data, Student portfolio, Teacher lesson plans, Classroom Observational data

## Plan to Monitor Effectiveness of G22.B1.S1

Teachers will participate in departmental planning sessions and administrators will conduct classroom walkthroughs

### Person or Persons Responsible

Instructional teachers, Math department chair, Math Instructional coach, and Administrative team

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Departmental planning minutes and Classroom Observational data

**G23.** According to the 2013 Math FAA, the students scoring at Level 7 or above need improvement from 24 percent to 25 percent during 2014 Math FAA.

**G23.B1** Teachers provided limited opportunities for students to engage in real world math application.

**G23.B1.S2** Teachers will review for long term math concepts such as rote counting, fact fluency and tools for measurement.

### Action Step 1

Teachers will use manipulatives and computerized programs to review math concepts

### Person or Persons Responsible

Instructional Teachers, ESE department chair, Math Instructional coach, and administrative team

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Teacher lesson plans, Student participation, and classroom observational data

### **Plan to Monitor Fidelity of Implementation of G23.B1.S2**

Students will use computer assisted programs to monitor fidelity

#### **Person or Persons Responsible**

Instructional teachers, Math Instructional coach, ESE department chair, and administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Classroom Observational data, Teacher lesson plans, and Student portfolios

### **Plan to Monitor Effectiveness of G23.B1.S2**

Administrators will conduct focused walkthroughs to ensure technology is being incorporated in instruction. Teachers will analyze data to monitor effectiveness and make instructional focus adjustments.

#### **Person or Persons Responsible**

Instructional teachers, ESE department chair, Math Instructional coach and Administrative team

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Computer assisted program reports, Teacher lesson plans, Student portfolios, and Classroom Observational data.

**G24.** According to the 2013 Math FAA, 51 percent of students scored at Levels 4,5,6. During the 2014 FAA, it is expected that 53 percent of students will score at Levels 4, 5, 6.

**G24.B1** Students were provided limited opportunities use assisted technolgy or visuals

**G24.B1.S1** Provide students with oppourtunities to learn concepts using manipulatives and or visuals, number lines and assistive technology.

**Action Step 1**

Teachers will use manipulatives and computer assisted technology to teach students math concepts

**Person or Persons Responsible**

Instructional teachers, Math department chair, Math Instructional coach, and Adminstrative Team

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

Teacher lesson plans and Classroom Observational data

**Facilitator:**

Math Instructional Coach

**Participants:**

Math Teachers

**Plan to Monitor Fidelity of Implementation of G24.B1.S1**

Students will computer assisted programs to monitor fidelity of implementation

**Person or Persons Responsible**

Instructional teachers, Math Instructional coach, ESE department chair, and Adminstrative Team

**Target Dates or Schedule**

On-going basis

**Evidence of Completion**

Computer assisted program reports, Classroom Observational data, and Teacher lesson plans.

## Plan to Monitor Effectiveness of G24.B1.S1

Administrators will conduct focused walkthroughs to ensure technology is being incorporated in instruction.

### Person or Persons Responsible

Administrative team, ESE department chair and Instructional teacher

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Classroom Observational data, teacher lesson plans, and student portfolio

**G25.** According to the 2013 Math FCAT 2.0, 5 percent of students scored at Level 4 or above. This year, fifteen percent of the students are targeted to score at level 4 or above.

**G25.B1** Students were provided limited exposure to Higher Order Questions and lesson checks.

**G25.B1.S3** Teachers will use Essential and Higher Order Questions to initiate and guide student discourse.

### Action Step 1

Teachers will use essential questions to implement project based learning activities, small groups and differentiated instruction.

### Person or Persons Responsible

Instructional teachers, Math department chair, Math Instructional coach and Administrative team

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Student portfolios, Teacher lesson plans, Classroom observational data.

### Facilitator:

Mathematics Coach

### Participants:

Mathematics Teachers

### **Plan to Monitor Fidelity of Implementation of G25.B1.S3**

Students will participate in the district formative assessments to monitor fidelity

#### **Person or Persons Responsible**

Administrative team, Math Instructional coach, Math department chair, and Instructional teachers.

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

District formative assessments, Student portfolios and Teacher lesson plans.

### **Plan to Monitor Effectiveness of G25.B1.S3**

Administrators will conduct focused walkthroughs and teachers will participate in departmental planning sessions.

#### **Person or Persons Responsible**

Administrative team, Instructional teachers, Math department chair, and Math Instructional coach

#### **Target Dates or Schedule**

On-going basis

#### **Evidence of Completion**

Classroom Observational data, Teacher lesson plans, Student portfolios and Department planning minutes.

**G26.** According to the 2013 Math FCAT 2.0, 12 percent of student scored a level 3 or above. During the 2014 Math FCAT 2.0, it is anticipated that 35 percent of students will score a level 3 or above.

**G26.B1** Students were provided limited opportunities to discuss and write about Mathematics.

**G26.B1.S1** Teachers will infuse writing strategies to provide students structures for effective note-taking, summarizing, and writing to explain their thinking in mathematics.

**Action Step 1**

Teachers will implement writing strategies that will allow student to explain their thinking in mathematics.

**Person or Persons Responsible**

Instructional Teachers, Math department chair, Math Instructional Coach, Administrative Team

**Target Dates or Schedule**

On-going basis (August 2013- May 2013)

**Evidence of Completion**

Student portfolios, Teacher lesson plans, and Classroom Observational data

**Facilitator:**

Mathematics Instructional Coach

**Participants:**

Mathematics Teachers

**Plan to Monitor Fidelity of Implementation of G26.B1.S1**

Teachers will administer the District formative assessments to monitor implementation fidelity

**Person or Persons Responsible**

Instructional teachers, Math Instructional Coach and Administrative Team

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

District formative assessments and students portfolios



## Plan to Monitor Effectiveness of G26.B1.S1

Teachers will participate in departmental planning sessions to discuss student data and adjust instructional focus for differentiated instruction

### Person or Persons Responsible

Instructional Teachers, Math department chair, Math Instructional coach and Administrative team

### Target Dates or Schedule

On-going basis

### Evidence of Completion

Department planning minutes, Teacher lesson plans, student portfolios and classroom observational data.

**G27.** According to the 2013 FCAT 2.0 Math, 23 percent of all students scored a level 3 or above. During the 2014 FCAT 2.0 Math, it is expected that 50 percent of all students will score a level 3 or above.

**G27.B1** Teachers provided limited opportunities to use differentiated instruction to meet the needs of all learners.

**G27.B1.S1** Teachers will consistently disaggregate data to set goals, track student progress, and differentiate instruction to meet the various needs of students

### Action Step 1

Teachers will meet within department planning sessions and conduct data chats so instructional focus can be adjusted as necessary. Teachers will implement and monitor the effective use of Bell-to Bell instructional routines that follow the Gradual Release of Responsibility Model.

### Person or Persons Responsible

Instructional Teachers, Math department chair, Math Instructional coach and Administrative Team

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Departmental Meeting minutes, Teacher lesson plans, Student Portfolios and Classroom Observational data

### Facilitator:

Mathematics Coach

### Participants:

Mathematics Instructors

### **Plan to Monitor Fidelity of Implementation of G27.B1.S1**

Administrative team will conduct classroom walkthroughs. Students will also participate in mini-assessments to monitor fidelity. Teachers will also participate in departmental planning sessions.

#### **Person or Persons Responsible**

Instructional teachers, Administrative team, Math department chair and Math Instructional coach

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Departmental planning minutes, Classroom Observational data, Teacher lesson plans and Student portfolios

### **Plan to Monitor Effectiveness of G27.B1.S1**

Students will participate in district formative assessments.

#### **Person or Persons Responsible**

Instructors, Math Instructional coach, Administrative Team

#### **Target Dates or Schedule**

On-going basis

#### **Evidence of Completion**

District formative Assessment and student portfolios

**G28.** According to the 2013 FAA, 55 percent of our students scored Level 4 or above in the area of writing. During the 2014 FAA, it is anticipated that 60 percent of students will score a Level 4 or above in the area of writing.

**G28.B1** Limited implementation of writing.

**G28.B1.S1** Use visuals with sentences to facilitate matching them to an appropriate topic.

**Action Step 1**

Teachers will implement the use of visuals or dictation to facilitate student participation within the writing process.

**Person or Persons Responsible**

Instructional teachers, ESE Department Chair, Writing Liasion, Reading Instructional Coach and Adminstrative Team

**Target Dates or Schedule**

On-going basis (August 2013- February 2014)

**Evidence of Completion**

Student portfolios, Teacher lesson plans, and Classroom Observational data

**Plan to Monitor Fidelity of Implementation of G28.B1.S1**

Teachers maintain student work samples within student portfolios. The adminstrative team will conduct classroom walkthroughs.

**Person or Persons Responsible**

Instructional teachers and the adminstrative team

**Target Dates or Schedule**

On-going basis

**Evidence of Completion**

Teacher lesson plans, Student portfolios and Classroom Observational data.

## Plan to Monitor Effectiveness of G28.B1.S1

Literacy Leadership Team will meet monthly to monitor student progress and the effectiveness of the writing instruction.

### Person or Persons Responsible

Literacy Leadership Team and Administrative team

### Target Dates or Schedule

On-going basis (August 2013- May 2014)

### Evidence of Completion

Literacy Leadership Team Minutes

**G29.** According to the 2013 FCAT 2.0, 19 percent of our 8th graders scored a 3.5 or above on writing. During the 2014 FCAT 2.0 reading assessment, it is expected that 27 percent of our students will score a 3.5 or above in writing.

**G29.B1** Students are provided limited opportunities to complete the writing process from drafting to publication.

**G29.B1.S1** School will implement school-wide writing plan.

### Action Step 1

A school-wide writing plan will be created and implemented.

### Person or Persons Responsible

The writing liaison, The language arts department chair, reading instructional coach, and the administrative team

### Target Dates or Schedule

On-going basis (August 2013- February 2014)

### Evidence of Completion

Teacher lesson plans, student portfolios, and classroom observational data

### Facilitator:

Writing Liaison

### Participants:

Language Arts Instructors

### **Plan to Monitor Fidelity of Implementation of G29.B1.S1**

Students will complete activities from the school-wide writing plan within their writing portfolio. Teachers will meet within their department planning meetings to discuss implementation with colleagues and make adjustments as necessary to plan. Administrators will conduct walkthroughs to monitor implementation for fidelity.

#### **Person or Persons Responsible**

Administrative team, Language Arts Department Chair, Writing Liaison, and Instructional teachers.

#### **Target Dates or Schedule**

On-going basis (August 2013- February 2014)

#### **Evidence of Completion**

Teacher Lesson Plans, Student Portfolios, Department Meeting Minutes and Classroom Observational Data

### **Plan to Monitor Effectiveness of G29.B1.S1**

The Literacy Leadership Team will meet monthly to monitor student progress and the effectiveness of the writing instruction.

#### **Person or Persons Responsible**

Literacy Leadership Team and Administrative Team

#### **Target Dates or Schedule**

Monthly (August 2013- May 2014)

#### **Evidence of Completion**

Literacy Leadership Team Meeting Minutes

**G29.B1.S3** Teachers will use a common rubric across content areas focusing on proper conventions of writing.

**Action Step 1**

Teachers will implement the use of a common rubric within content area classes that will focus on proper conventions of writing.

**Person or Persons Responsible**

All content area teachers, Writing liasion, Langauge Arts Department Chair, and Reading Instructional Coach

**Target Dates or Schedule**

On-going Basis (August 2013- May 2014)

**Evidence of Completion**

Student Portfolios, Classroom Observational Data, and Teacher Lesson Plans

**Facilitator:**

Writing Liasion

**Participants:**

All Content Area Teachers

**Plan to Monitor Fidelity of Implementation of G29.B1.S3**

Students will maintain portfolios within content area classes that will contain samples of rubric use.

**Person or Persons Responsible**

Content Area Teachers, Adminstrative Team, Writing Liasion, Langauge Arts Department Chair, and Reading Instructional Coach

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

Student Portfolios, Teacher lesson plans, and Classroom Observational Data

### Plan to Monitor Effectiveness of G29.B1.S3

Literacy Leadership Team will meet monthly to monitor student progress and the effectiveness of the instruction. Teachers will meet within department planning sessions to discuss implementation and effectiveness.

#### Person or Persons Responsible

Content area teachers, Literacy Leadership Team, Instructional Coaches, and Administrative Team

#### Target Dates or Schedule

On-going basis (August 2013- May 2014)

#### Evidence of Completion

Department and Literacy Leadership Team Meeting Minutes, Teacher Lesson Plans, Student Portfolios, and Classroom Observational Data.

**G30.** According to the 2013 CELLA, 12 percent of students scored proficient in the area of Writing. During the 2014 CELLA, 21 percent of students will score proficient.

**G30.B1** As indicated based on the data obtained, a barrier would be Language Limitations.

**G30.B1.S1** Teachers will implement the use of graphic organizers and sentence frames to improve students writing proficiency.

#### Action Step 1

Teachers will implement the use of graphic organizers and sentence frames when students are completing writing assignments. Teachers will provide students with on-going feedback.

#### Person or Persons Responsible

Classroom Instructors, ELL Department Chair, Writing Liaison and Reading Instructional Coach

#### Target Dates or Schedule

On-going basis (August 2013- March 2014)

#### Evidence of Completion

Student Portfolios, Teacher lesson plans, and classroom observational data.

#### Facilitator:

Writing Liaison

#### Participants:

All classroom instructors

### **Plan to Monitor Fidelity of Implementation of G30.B1.S1**

The administrative team will conduct classroom observations on an on-going basis. Students will participate in district formative assessments for writing and data will be analyzed to determine needed curriculum adjustments. Teachers will be provided professional development and support via the writing liaison and the reading instructional coach. Teachers will conduct data chats with student feedback can be provided for optimal success.

#### **Person or Persons Responsible**

The Administrative Team, Reading Instructional Coach, Writing Liaison, and ELL department chair.

#### **Target Dates or Schedule**

On-going (August 2013- March 2014)

#### **Evidence of Completion**

District formative assessments, 2014 CELLA assessment, classroom observational data, student portfolios

### **Plan to Monitor Effectiveness of G30.B1.S1**

Successful implementation of graphic organizers and sentence frames within writing assignments will produce an increased number of proficient writers on the CELLA assessment and district formative assessments. Teachers will analyze the data and create instructional focus to assist students where there are weak benchmarks for improvement.

#### **Person or Persons Responsible**

Instructors, ELL department chair, Writing Liaison, and Reading Instructional Coach

#### **Target Dates or Schedule**

On-going basis (August 2013- March 2014)

#### **Evidence of Completion**

2014 CELLA Assessment, District formative assessments, Student portfolios and Teacher lesson plans.



**G31.** According to the 2013 CELLA, 12 percent of students scored proficient in the area of Reading. During the 2014 CELLA, 21 percent of students will score proficient.

**G31.B1** An anticipated barrier is students' language limitations

**G31.B1.S2** Teachers will conduct read alouds so students can enhance reading comprehension skills.

**Action Step 1**

Teachers will conduct read alouds when covering classroom content so students can have an opportunity to develop reading comprehension skills.

**Person or Persons Responsible**

Classroom Teachers, Reading Instructional Coaches, ELL Department Chair, and the Administrative Team

**Target Dates or Schedule**

On-going (August 2013- March 2013)

**Evidence of Completion**

Teacher lesson plans, student portfolios and classroom observational data.

**Facilitator:**

Reading Instructional Coach

**Participants:**

Instructors

**Plan to Monitor Fidelity of Implementation of G31.B1.S2**

Students will take district formative assessments and classroom formative assessments on an on-going basis. Data will be reviewed for needed adjustments. Classroom observations will be conducted additionally to observe classroom instruction.

**Person or Persons Responsible**

The Administrative Team, ELL Department Chair, Reading Instructional Coach and Classroom Instructors

**Target Dates or Schedule**

On-going basis (August 2013- March 2014)

**Evidence of Completion**

Classroom observational data, Teacher lesson plans, and district formative assessment data

## Plan to Monitor Effectiveness of G31.B1.S2

District formative assessments, classroom assessments, student work samples and teacher lesson plans will assist the administrative team, instructional coaches and classroom instructors in determining the effectiveness of classroom instruction and needed adjustments.

### Person or Persons Responsible

The Administrative Team, ELL Department Chair, Reading Instructional Coach and Classroom Instructors

### Target Dates or Schedule

On-going (August 2013- March 2014)

### Evidence of Completion

Classroom observational data, district formative assessments, student portfolios and teacher lesson plans.

**G32.** According to the 2013 CELLA, 25 percent of students scored proficient in the area of Listening/ Speaking. During the 2014 CELLA, 33% of students will score proficient in the area of Listening/ Speaking.

## G32.B1 Limited availability of technology

### G32.B1.S1 Cooperative learning groups/ Differentiated Instruction

#### Action Step 1

Teachers will use differentiated instruction within the classroom setting

#### Person or Persons Responsible

Classroom Teachers, ELL Department Chair, Reading Instructional Coach

#### Target Dates or Schedule

On-going (August 2013- May 2014)

#### Evidence of Completion

Teachers lesson plans, Student portfolios

#### Facilitator:

Reading Instructional Coach

#### Participants:

Instructional Staff

### **Plan to Monitor Fidelity of Implementation of G32.B1.S1**

The teacher will provide informative assessments to measure students success with listening and speaking. Additionally, students will participate in district formative assessments and the teacher will conduct data chats. The administrative team will conduct classroom observations on an on-going basis to monitor fidelity of implementation.

#### **Person or Persons Responsible**

Classroom teacher, administrative team and reading instructional coach

#### **Target Dates or Schedule**

On-going (August 2013- March 2014)

#### **Evidence of Completion**

Classroom observational data, teacher lesson plans, student portfolios, district formative assessment data

### **Plan to Monitor Effectiveness of G32.B1.S1**

District formative assessments and classroom assessments data will provide data that will allow for determination of successful benchmarks and benchmarks that need to drive the instructional focus for reteaching/ remediation. Informal assessments will be given to determine the effectiveness of reteaching.

#### **Person or Persons Responsible**

Classroom instructor, Reading Instructional Coach, Administrative Coach and ELL Department Chair

#### **Target Dates or Schedule**

On-going (August 2013- March 2014)

#### **Evidence of Completion**

Classroom observational data, teacher lesson plans, student portfolios, and district formative assessments.

**G33.** According to the 2013 Reading FCAT 2.0, 58 percent of students in the lowest 25% made learning gains. It is anticipated during the 2014 Reading FCAT 2.0, 62 percent of students in the lowest 25% will make learning gains.

**G33.B1** Teachers limited implementation of differentiated instruction within classroom activities

**G33.B1.S1** Reading teachers will target students' assessed deficiencies utilizing differentiated instruction.

**Action Step 1**

Reading teachers will use differentiated instruction to target students' deficiencies.

**Person or Persons Responsible**

Reading teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student portfolios and Teacher lesson plans

**Facilitator:**

Reading Instructional Coach

**Participants:**

Grades 6-8 Reading Instructors

**Plan to Monitor Fidelity of Implementation of G33.B1.S1**

Classroom observations and district formative assessments will be conducted periodically to check for fidelity of implementation

**Person or Persons Responsible**

Administrative team and Reading instructional coach

**Target Dates or Schedule**

On-going (August 2013- June 2014)

**Evidence of Completion**

District formative reading assessment data and classroom observational data.

## Plan to Monitor Effectiveness of G33.B1.S1

Student portfolios, classroom observation data and district formative assessments will continuously be reviewed and instructional focus will be adjusted accordingly for successful progress and needed reteaching of benchmarks.

### Person or Persons Responsible

Administrative Team, Reading Instructional Coach

### Target Dates or Schedule

On-going

### Evidence of Completion

2014 Reading FCAT 2.0

**G34.** During the 2013 FCAT 2.0 & the FAA Reading Assessment, 47% of students made learning gains. It is anticipated during the 2014 FCAT 2.0 and the FAA Reading Assessment, that 52% of students will make learning gains.

**G34.B1** Teachers provided limited opportunities for students to use comprehension strategies during class activities.

**G34.B1.S1** Teachers will model "think aloud" strategies to assist in comprehension of texts.

### Action Step 1

Teachers will introduce and implement the reading strategy of "think alouds" when during classroom activities to ensure comprehension of material read or covered.

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule

On-going (August 2013- March 2014)

### Evidence of Completion

Teacher lesson plans, student portfolios and Observational data

### Facilitator:

Reading instructional coach

### Participants:

Instructional staff

### **Plan to Monitor Fidelity of Implementation of G34.B1.S1**

Teachers will provide students formal and informal assessments to monitor fidelity of implementation of strategy.

#### **Person or Persons Responsible**

Classroom teachers, reading instructional coach and administrative team

#### **Target Dates or Schedule**

On-going (August 2013- March 2013)

#### **Evidence of Completion**

district formative assessments

### **Plan to Monitor Effectiveness of G34.B1.S1**

The district assessments will provide data on the benchmarks that are being mastered and the ones that students are grasping so teachers can reteach needed material. Teachers will have data chats with students on an on-going basis.

#### **Person or Persons Responsible**

Classroom teachers, reading instructional coaches, and language arts department chair

#### **Target Dates or Schedule**

On-going (August 2013- April 2014)

#### **Evidence of Completion**

Classroom observational data, teacher lesson plans, student portfolios and district formative assessments.

**G35.** The area of deficiency for the students scoring at level 7 as noted on the 2013 FAA administration is Reading Comprehension. It is expected that there will be an one percent increase with students that score a level 7 and above on the 2014 FAA.

**G35.B1** • Limited implementation of computer assisted programs to assist with reading comprehension skills.

**G35.B1.S1** Using pictures and prints to introduce vocabulary

**Action Step 1**

When beginning a new chapter or concept, teachers will use pictures of prints to introduce vocabulary to students. Additionally, teachers will also use computer assisted programs to enhance students exposure and skills.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

on-going

**Evidence of Completion**

student portfolios and teacher lesson plans

**Plan to Monitor Fidelity of Implementation of G35.B1.S1**

There will be classroom observations on an on-going basis for implementation and fidelity of the listed strategy.

**Person or Persons Responsible**

The administrative team and instructional coaches

**Target Dates or Schedule**

August 2013- February 2014

**Evidence of Completion**

Classroom observational data

## Plan to Monitor Effectiveness of G35.B1.S1

Data will be collected using formal and informal assessments within the classroom setting. Teachers will provide feedback of student's progress using data chats with students, parents and departments.

### Person or Persons Responsible

Administrative team and instructional coaches.

### Target Dates or Schedule

On-going basis

### Evidence of Completion

teacher lesson plans, students portfolios and classroom observational data

**G36.** According to the 2013 FAA, 41 percent of our students scored at levels 4, 5, 6. It is expected that 42 percent of students will score a level 4, 5, 6 on the 2014 FAA assessment.

**G36.B1** • Students are provided limited opportunities to complete reading comprehension activities.

**G36.B1.S2** Continuous review/practice of reading concepts

### Action Step 1

Classroom instructors will allow students to read a selection multiple times before responding to the comprehension question. Auditory and Visual aids will be provided if necessary

### Person or Persons Responsible

Classroom Instructors

### Target Dates or Schedule

On-going basis August 2013- February 2014

### Evidence of Completion

Teacher lesson plans and student portfolios



### **Plan to Monitor Fidelity of Implementation of G36.B1.S2**

Teachers will assess student's reading comprehension by allowing students to complete guided practice assignments.

#### **Person or Persons Responsible**

The administrative team, instructional coaches and the ESE department chair

#### **Target Dates or Schedule**

on-going basis

#### **Evidence of Completion**

classroom observational data, student portfolios and teacher lesson plans

### **Plan to Monitor Effectiveness of G36.B1.S2**

Teachers will have data chats on-going with students and parents.

#### **Person or Persons Responsible**

Classroom teachers, ESE department chair, instructional coaches and administrative team

#### **Target Dates or Schedule**

on-going basis (August 2013- February 2013)

#### **Evidence of Completion**

Classroom observational data and student portfolios

**G37.** According to the 2013 FCAT 2.0 Reading, none of our subgroups made their 2012-2013 AMO. It is expected during the 2014 FCAT 2.0 Reading, all of our subgroups will make their AMO.

**G37.B1** • Teachers provided limited opportunities for students to read a wide variety of texts and understand the organizational structure.

**G37.B1.S1** • Teachers will encourage students to read from a wide variety of texts.

**Action Step 1**

Students will be provided opportunities for reading a wide variety of texts

**Person or Persons Responsible**

Language Arts Department Chair, Instructional Coaches and the Administrative Team

**Target Dates or Schedule**

. (August 2013- Ongoing)

**Evidence of Completion**

Classroom Observational Data, student portfolios, and teachers lesson plans.

**Facilitator:**

Instructional Reading Coach

**Participants:**

Instructional Staff

**Plan to Monitor Fidelity of Implementation of G37.B1.S1**

**Person or Persons Responsible**

Instructional Coaches and the Administrative Team

**Target Dates or Schedule**

(August 2013- January 2014)

**Evidence of Completion**

district formative assessments

## Plan to Monitor Effectiveness of G37.B1.S1

### Person or Persons Responsible

State

### Target Dates or Schedule

April 2014

### Evidence of Completion

2014 FCAT 2.0 Reading Assessment

**G38.** The area of deficiency for the students scoring at Level 3 as noted on the 2013 Reading FCAT 2.0 administration is Reading Application. It is anticipated that 37 percent of students will score above a level 3 on the 2014 FCAT 2.0 Reading Assessment.

**G38.B2** • Limited implementation of reading strategies within content areas.

**G38.B2.S1** • Teachers will use graphic organizers to aide in understanding of passages

### Action Step 1

PD on Literacy Strategies

#### Person or Persons Responsible

Reading Instructional Coach

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Teacher lesson plans and student portfolios

#### Facilitator:

Reading Coach

#### Participants:

All instructional teachers

### Plan to Monitor Fidelity of Implementation of G38.B2.S1

Reviewing data from assessments for fidelity

**Person or Persons Responsible**

Reading Instructional Coach and Administrative Team

**Target Dates or Schedule**

August 2013- January 2014

**Evidence of Completion**

District formative assessments

### Plan to Monitor Effectiveness of G38.B2.S1

reviewing classroom observational data for areas of improvement or adjustments needed

**Person or Persons Responsible**

Language Arts Department Chair, Instructional Coach, and Administrative Team

**Target Dates or Schedule**

August 2013-Ongoing

**Evidence of Completion**

Classroom observational data

**G39.** The area of deficiency for the students scoring at or above Level 4 as noted on the 2013 Reading FCAT 2.0 administration is Informational Text/ Research Process. It is anticipated that 17 percent of students will score above a level 4 on the 2014 FCAT 2.0

**G39.B1** • Teachers provided limited implementation of reading comprehension strategies into instruction.

**G39.B1.S1** • Exposure to Informational Text passages

**Action Step 1**

Teachers will periodically provide students with informational text passages using text making strategies to enhance comprehension.

**Person or Persons Responsible**

Content Area Teachers

**Target Dates or Schedule**

August 2013- Ongoing

**Evidence of Completion**

students portfolios and teacher lesson plans

**Plan to Monitor Fidelity of Implementation of G39.B1.S1**

Classroom observational data, student portfolios and teacher lesson plans will be used to monitor for fidelity on an on-going basis.

**Person or Persons Responsible**

The administration and reading instructional coaches.

**Target Dates or Schedule**

August 2013- March 2013

**Evidence of Completion**

Observational Data Reports

## **Plan to Monitor Effectiveness of G39.B1.S1**

The students will take the district formative assessments to monitor for effectiveness.

### **Person or Persons Responsible**

The administrative team and the reading instructional coach will collect and disperse data.

### **Target Dates or Schedule**

On an on-going basis

### **Evidence of Completion**

Data charts and data chat information from department meetings.

## Coordination and Integration

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

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

#### Title 1, Part A

At Cutler Bay Academy of Advanced Studies Cutler Ridge Campus (CBAAS), services are provided to ensure students requiring additional remediation are assisted through after-school programs and a reading teacher. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. The Reading Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" and assists in the design and implementation of progress monitoring, data collection, and data analysis. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs population.

#### Title 1, Part D

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title II

The district uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaisons(PDL)at CRMS focusing on Professional Learning Community (PLC) development and facilitation

#### Title III

Title III Services, at CBAAS, are used to supplement and enhance the programs for English Language Learner and immigrant students by providing funds to implement and/or provide:

- Reading and supplementary instructional materials
- Hardware and software for the development of language and literacy skills in reading

#### Violence Prevention Programs

CBAAS offers a non-violence and anti-drug program to students that includes counseling.

#### Nutrition Programs

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

#### Career and Technical Education

By promoting Career Pathways and Programs of Study, students at Cutler Bay Academy of Advanced Studies Cutler Ridge Campus will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school providing more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of

courses.

Other

Cutler Bay Academy of Advanced Studies Cutler Ridge involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. It is the goal of CBAAS to increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. In addition, CBAAS will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible time to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.



## 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.*

**G19.** Data obtained from the 2013 Algebra 1 EOC indicates that 54 percent of students scored a level 3. During the 2014 Algebra 1 EOC, it is anticipated that 57 percent of students will score a level 3.

**G19.B1** Limited implementation of of Bell-to-Bell instructional routines.

**G19.B1.S1** Teachers will implement and monitor the effective use of Bell-to-Bell instructional routines that follow the Gradual Release of Responsibility Model.

### PD Opportunity 1

Teachers will implement Bell-to-Bell instructional activities throughout the duration of the class period including bell ringers, differentiated instructional activities and lesson closure exercises.

#### Facilitator

Math Instructional Coach

#### Participants

Math Instructors

#### Target Dates or Schedule

On-going basis (August 2013- May 2014)

#### Evidence of Completion

Student portfolios, Teacher lesson plans and Classroom Observational data

**G22.** According to the 2013 Math FCAT 2.0, EOC, and FAA, the percentage of students making learning gains need improvement by 6 percent for the 2014 Math FCAT 2.0, EOC and FAA.

**G22.B1** Teachers provided students limited checks for understanding throughout daily lessons.

**G22.B1.S1** Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on expressions, equations, and functions.

### **PD Opportunity 1**

Teachers will implement differentiated instruction to develop small group instruction for intervention and enrichment activities.

#### **Facilitator**

Math Instructional coach

#### **Participants**

Math teachers

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Classroom observational data, student portfolios and teacher lesson plans

**G24.** According to the 2013 Math FAA, 51 percent of students scored at Levels 4,5,6. During the 2014 FAA, it is expected that 53 percent of students will score at Levels 4, 5, 6.

**G24.B1** Students were provided limited opportunities use assisted technology or visuals

**G24.B1.S1** Provide students with opportunities to learn concepts using manipulatives and or visuals, number lines and assistive technology.

**PD Opportunity 1**

Teachers will use manipulatives and computer assisted technology to teach students math concepts

**Facilitator**

Math Instructional Coach

**Participants**

Math Teachers

**Target Dates or Schedule**

On-going basis (August 2013- May 2014)

**Evidence of Completion**

Teacher lesson plans and Classroom Observational data

**G25.** According to the 2013 Math FCAT 2.0, 5 percent of students scored at Level 4 or above. This year, fifteen percent of the students are targeted to score at level 4 or above.

**G25.B1** Students were provided limited exposure to Higher Order Questions and lesson checks.

**G25.B1.S3** Teachers will use Essential and Higher Order Questions to initiate and guide student discourse.

### **PD Opportunity 1**

Teachers will use essential questions to implement project based learning activities, small groups and differentiated instruction.

#### **Facilitator**

Mathematics Coach

#### **Participants**

Mathematics Teachers

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Student portfolios, Teacher lesson plans, Classroom observational data.

**G26.** According to the 2013 Math FCAT 2.0, 12 percent of student scored a level 3 or above. During the 2014 Math FCAT 2.0, it is anticipated that 35 percent of students will score a level 3 or above.

**G26.B1** Students were provided limited opportunities to discuss and write about Mathematics.

**G26.B1.S1** Teachers will infuse writing strategies to provide students structures for effective note-taking, summarizing, and writing to explain their thinking in mathematics.

### **PD Opportunity 1**

Teachers will implement writing strategies that will allow student to explain their thinking in mathematics.

#### **Facilitator**

Mathematics Instructional Coach

#### **Participants**

Mathematics Teachers

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2013)

#### **Evidence of Completion**

Student portfolios, Teacher lesson plans, and Classroom Observational data

**G27.** According to the 2013 FCAT 2.0 Math, 23 percent of all students scored a level 3 or above. During the 2014 FCAT 2.0 Math, it is expected that 50 percent of all students will score a level 3 or above.

**G27.B1** Teachers provided limited opportunities to use differentiated instruction to meet the needs of all learners.

**G27.B1.S1** Teachers will consistently disaggregate data to set goals, track student progress, and differentiate instruction to meet the various needs of students

### **PD Opportunity 1**

Teachers will meet within department planning sessions and conduct data chats so instructional focus can be adjusted as necessary. Teachers will implement and monitor the effective use of Bell-to Bell instructional routines that follow the Gradual Release of Responsibility Model.

#### **Facilitator**

Mathematics Coach

#### **Participants**

Mathematics Instructors

#### **Target Dates or Schedule**

On-going basis (August 2013- May 2014)

#### **Evidence of Completion**

Departmental Meeting minutes, Teacher lesson plans, Student Portfolios and Classroom Observational data

**G29.** According to the 2013 FCAT 2.0, 19 percent of our 8th graders scored a 3.5 or above on writing. During the 2014 FCAT 2.0 reading assessment, it is expected that 27 percent of our students will score a 3.5 or above in writing.

**G29.B1** Students are provided limited opportunities to complete the writing process from drafting to publication.

**G29.B1.S1** School will implement school-wide writing plan.

**PD Opportunity 1**

A school-wide writing plan will be created and implemented.

**Facilitator**

Writing Liaison

**Participants**

Language Arts Instructors

**Target Dates or Schedule**

On-going basis (August 2013- February 2014)

**Evidence of Completion**

Teacher lesson plans, student portfolios, and classroom observational data

**G29.B1.S3** Teachers will use a common rubric across content areas focusing on proper conventions of writing.

**PD Opportunity 1**

Teachers will implement the use of a common rubric within content area classes that will focus on proper conventions of writing.

**Facilitator**

Writing Liaison

**Participants**

All Content Area Teachers

**Target Dates or Schedule**

On-going Basis (August 2013- May 2014)

**Evidence of Completion**

Student Portfolios, Classroom Observational Data, and Teacher Lesson Plans

**G30.** According to the 2013 CELLA, 12 percent of students scored proficient in the area of Writing. During the 2014 CELLA, 21 percent of students will score proficient.

**G30.B1** As indicated based on the data obtained, a barrier would be Language Limitations.

**G30.B1.S1** Teachers will implement the use of graphic organizers and sentence frames to improve students writing proficiency.

### **PD Opportunity 1**

Teachers will implement the use of graphic organizers and sentence frames when students are completing writing assignments. Teachers will provide students with on-going feedback.

#### **Facilitator**

Writing Liasion

#### **Participants**

All classroom instructors

#### **Target Dates or Schedule**

On-going basis (August 2013- March 2014)

#### **Evidence of Completion**

Student Portfolios, Teacher lesson plans, and classroom observational data.



**G31.** According to the 2013 CELLA, 12 percent of students scored proficient in the area of Reading. During the 2014 CELLA, 21 percent of students will score proficient.

**G31.B1** An anticipated barrier is students' language limitations

**G31.B1.S2** Teachers will conduct read alouds so students can enhance reading comprehension skills.

**PD Opportunity 1**

Teachers will conduct read alouds when covering classroom content so students can have an opportunity to develop reading comprehension skills.

**Facilitator**

Reading Instructional Coach

**Participants**

Instructors

**Target Dates or Schedule**

On-going (August 2013- March 2013)

**Evidence of Completion**

Teacher lesson plans, student portfolios and classroom observational data.

**G32.** According to the 2013 CELLA, 25 percent of students scored proficient in the area of Listening/ Speaking. During the 2014 CELLA, 33% of students will score proficient in the area of Listening/ Speaking.

**G32.B1** Limited availability of technology

**G32.B1.S1** Cooperative learning groups/ Differentiated Instruction

**PD Opportunity 1**

Teachers will use differentiated instruction within the classroom setting

**Facilitator**

Reading Instructional Coach

**Participants**

Instructional Staff

**Target Dates or Schedule**

On-going (August 2013- May 2014)

**Evidence of Completion**

Teachers lesson plans, Student portfolios

**G33.** According to the 2013 Reading FCAT 2.0, 58 percent of students in the lowest 25% made learning gains. It is anticipated during the 2014 Reading FCAT 2.0, 62 percent of students in the lowest 25% will make learning gains.

**G33.B1** Teachers limited implementation of differentiated instruction within classroom activities

**G33.B1.S1** Reading teachers will target students' assessed deficiencies utilizing differentiated instruction.

**PD Opportunity 1**

Reading teachers will use differentiated instruction to target students' deficiencies.

**Facilitator**

Reading Instructional Coach

**Participants**

Grades 6-8 Reading Instructors

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student portfolios and Teacher lesson plans

**G34.** During the 2013 FCAT 2.0 & the FAA Reading Assessment, 47% of students made learning gains. It is anticipated during the 2014 FCAT 2.0 and the FAA Reading Assessment, that 52% of students will make learning gains.

**G34.B1** Teachers provided limited opportunities for students to use comprehension strategies during class activities.

**G34.B1.S1** Teachers will model "think aloud" strategies to assist in comprehension of texts.

### **PD Opportunity 1**

Teachers will introduce and implement the reading strategy of "think alouds" when during classroom activities to ensure comprehension of material read or covered.

#### **Facilitator**

Reading instructional coach

#### **Participants**

Instructional staff

#### **Target Dates or Schedule**

On-going (August 2013- March 2014)

#### **Evidence of Completion**

Teacher lesson plans, student portfolios and Observational data

**G37.** According to the 2013 FCAT 2.0 Reading, none of our subgroups made their 2012-2013 AMO. It is expected during the 2014 FCAT 2.0 Reading, all of our subgroups will make their AMO.

**G37.B1** • Teachers provided limited opportunities for students to read a wide variety of texts and understand the organizational structure.

**G37.B1.S1** • Teachers will encourage students to read from a wide variety of texts.

### **PD Opportunity 1**

Students will be provided opportunities for reading a wide variety of texts

#### **Facilitator**

Instructional Reading Coach

#### **Participants**

Instructional Staff

#### **Target Dates or Schedule**

. (August 2013- Ongoing)

#### **Evidence of Completion**

Classroom Observational Data, student portfolios, and teachers lesson plans.

**G38.** The area of deficiency for the students scoring at Level 3 as noted on the 2013 Reading FCAT 2.0 administration is Reading Application. It is anticipated that 37 percent of students will score above a level 3 on the 2014 FCAT 2.0 Reading Assessment.

**G38.B2** • Limited implementation of reading strategies within content areas.

**G38.B2.S1** • Teachers will use graphic organizers to aide in understanding of passages

**PD Opportunity 1**

PD on Literacy Strategies

**Facilitator**

Reading Coach

**Participants**

All instructional teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Teacher lesson plans and student portfolios

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G23.	According to the 2013 Math FAA, the students scoring at Level 7 or above need improvement from 24 percent to 25 percent during 2014 Math FAA.	\$100
G29.	According to the 2013 FCAT 2.0, 19 percent of our 8th graders scored a 3.5 or above on writing. During the 2014 FCAT 2.0 reading assessment, it is expected that 27 percent of our students will score a 3.5 or above in writing.	\$50
G34.	During the 2013 FCAT 2.0 & the FAA Reading Assessment, 47% of students made learning gains. It is anticipated during the 2014 FCAT 2.0 and the FAA Reading Assessment, that 52% of students will make learning gains.	\$200
<b>Total</b>		<b>\$350</b>

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Other	Total
EESAC	\$100	\$0	\$100
ESSAC	\$0	\$250	\$250
<b>Total</b>	<b>\$100</b>	<b>\$250</b>	<b>\$350</b>

### Budget Details

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

**G23.** According to the 2013 Math FAA, the students scoring at Level 7 or above need improvement from 24 percent to 25 percent during 2014 Math FAA.

**G23.B1** Teachers provided limited opportunities for students to engage in real world math application.

**G23.B1.S2** Teachers will review for long term math concepts such as rote counting, fact fluency and tools for measurement.

#### **Action Step 1**

Teachers will use manipulatives and computerized programs to review math concepts

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Math Manipulatives

#### **Funding Source**

EESAC

#### **Amount Needed**

\$100

**G29.** According to the 2013 FCAT 2.0, 19 percent of our 8th graders scored a 3.5 or above on writing. During the 2014 FCAT 2.0 reading assessment, it is expected that 27 percent of our students will score a 3.5 or above in writing.

**G29.B1** Students are provided limited opportunities to complete the writing process from drafting to publication.

**G29.B1.S1** School will implement school-wide writing plan.

**Action Step 1**

A school-wide writing plan will be created and implemented.

**Resource Type**

Other

**Resource**

Incentives for students

**Funding Source**

ESSAC

**Amount Needed**

\$50

**G34.** During the 2013 FCAT 2.0 & the FAA Reading Assessment, 47% of students made learning gains. It is anticipated during the 2014 FCAT 2.0 and the FAA Reading Assessment, that 52% of students will make learning gains.

**G34.B1** Teachers provided limited opportunities for students to use comprehension strategies during class activities.

**G34.B1.S1** Teachers will model "think aloud" strategies to assist in comprehension of texts.

**Action Step 1**

Teachers will introduce and implement the reading strategy of "think alouds" when during classroom activities to ensure comprehension of material read or covered.

**Resource Type**

Other

**Resource**

Student Incentives

**Funding Source**

ESSAC

**Amount Needed**

\$200