2013-2014 SCHOOL IMPROVEMENT PLAN

Lillie C. Evans K 8 Center

1895 NW 75TH ST
Miami, FL 33147
305-691-4973
http://lcevans.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	Yes	98%

Alternative/ESE Center	Charter School	Minority Rate
No	No	100%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	B	A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Lillie C. Evans K 8 Center

Principal
Wanda Heidelburg

School Advisory Council chair
Sherry Magwood

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

Name	Title
Wanda Heidelburg	Principal
Jeannette Acevedo-Isenberg	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD Steward – 1, Teachers – 5, Alternate Teacher-1, Employee Support - 1, Parents – 4, Alternate Parent-1, Alternate Support-1, Student – 1, Alternate Student-1, Business Community Representative – 5.

Involvement of the SAC in the development of the SIP

Our Educational Excellence School Advisory Council will assist the Lillie C. Evans K-8 Center School Improvement Plan writing team with implementing the state's system of school improvement and accountability, as well as collaborating in the preparation and ongoing evaluation of the school improvement plan and annual budget. Moreover, the School Advisory Council will ensure that all expenditures are in line with School Improvement Plan.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council will meet monthly to monitor and realign as needed, the School Improvement Plan through ongoing data analysis. The School Advisory Council will also respond to administrative and teacher proposals for funds for supplemental instructional resources.

The Board makes recommendations and provides feedback on school initiatives that involve student achievement, facility needs, health and wellness, as well as faculty and staff requests.

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

Reading - Replenish and replace existing headphones in Computer Lab Headphones for FAIR Testing, Accelerated Reader, Successmaker, and Reading Plus - $500.00.
Provide trophies as academic incentives for promotional exercises - $500.00.
Allocate funds to improve Media Center equipment/books - $1000.00.

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

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

Highly Qualified Staff

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

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Wanda Heidelburg		
Principal	Years as Administrator: 15	Years at Current School: 5
Credentials	Bachelor of Science - Exceptional Education (Emotionally Handicapped),Nova Southeastern University; Master of Science - Specific Learning Disabilities, Florida International University; Certification - Educational Leadership, State of Florida.	
Performance Record	2013 – C Rdg. Proficiency, 40% Math Proficiency, 50% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 64 points Rdg AMO - No Math AMO - No 2012 – B Rdg. Proficiency, 41% Math Proficiency, 53% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 69 points Rdg AMO – No Math AMO - No '11 '10 '09 School Grade A A A High Standards Rdg. 60% 69% 71% High Standards Math 87% 76% 52% Lrng Gains-Rdg. 64% 69% 64% Lrng Gains-Math 81% 73% 42% Gains-Rdg-25% 50% 63% 71%	

Gains-Math-25% 85% 61% 73%
AYP_____N_____N____N_____

Jeannette Acevedo-Isenberg		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Bachelor of Arts -Spanish/Education, University of Miami; Master of Science - Elementary Education, Nova Southeastern University; Specialist - Educational Leadership, Nova Southeastern University; Certification – Elementary Education, ESOL, Spanish Foreign Language Education, Educational Leadership, State of Florida.
Performance Record	2013 – C Rdg. Proficiency, 40% Math Proficiency, 50% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 64 points Rdg AMO - No Math AMO - No Teacher at Sunset Elementary '12 '11 '10 '09 School Grade A A A A AMO Y Y Y N High Standards Rdg.% 91 97 97 81 High Standards Math % 89 96 95 95 Rdg. Lrg. Gains 83 74 81 72 Math Lrg. Gains 76 82 66 70 Gains-Rdg-25% 77 84 85 61 Gains-Math-25% 63 87 73 56

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
29

 # receiving effective rating or higher
29, 100%

 # Highly Qualified Teachers
62%

 # certified in-field
27, 93%

 # ESOL endorsed
22, 76%

 # reading endorsed
4, 14%

 # with advanced degrees
16, 55%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
1, 3%

 # with 6-14 years of experience
17, 59%

 # with 15 or more years of experience
11, 38%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
3, 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

- Regular weekly meetings of new teachers with principal
- Regular weekly meetings and planning sessions with grade level
- Soliciting referrals from current employees as needed
- Teacher mentoring of early career teachers

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

Mr. Jean's Math expertise has been proven effective with the increase of FCAT Math and Algebra EOC exam. The mentor and the mentee, Mr. Perrin, will meet on a bi-weekly basis to complete and review lesson plans. The mentor conducts model lessons during the mentee's regularly scheduled math period. In addition, the mentor observes the mentee following the modeling sessions and provides feedback. The mentor and mentee communicate in person, via email, and/or telephone.

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

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

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

The MTSS Leadership team will meet on a bi-monthly basis to discuss and identify students who are at risk for failure by utilizing instruments such as Curriculum-Based measurement. The Leadership Team will engage in the development of high yield instructional strategies to enhance academic success. The team will further monitor, maintain, and modify progress data, and identify professional growth activities to increase staff readiness level in critical instruction, focus areas, and student behavioral concerns. Students will be given assessments composed of material from their academic curriculum. Once the at-risk students are identified, interventions and strategies will be implemented to address the concerns. Representatives from the MTSS & RtI Team will meet with departments in the school in order to organize and evaluate the progress. The departments will work in collaboration to problem solve and increase the level of interventions as needed. Diagnostic assessments will be administered and evaluated on an ongoing basis.

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

The school based MTSS/RtI Team will consist of the general education teachers, exceptional education teachers, site based administrators, reading specialist, school psychologist, counselor, other student service personnel, and the speech/language pathologist.
Principal - Wanda R. Heidelburg: Provides the instructional leadership that ensures the commitment to data-driven decision making, strategic planning, and the effective implementation of the Florida Continuous Improvement Model. The principal also ensures the implementation of the MTSS/RtI and

provides the necessary development to determine its success.
Assistant Principal - Jeannette Acevedo-Isenberg: Facilitates the effective implementation of the goals and objectives delineated by the principal. She ensures that the instructional programs are monitored and modified with efficacy while providing support for the total instructional and non-instructional staff.
Guidance Counselor - Jerome Dandridge: provides expertise on the balancing of academic pressure and social development of students. The counselor develops interventions needed by students and families while providing a link to community organizations for continuous support. Monthly review of Student Case Management Referrals, suspensions and attendance will be monitored. Disaggregate referrals by grouping students according to need. Provide direct social skills instruction and positive reinforcement to encourage self-management and reduce problem behaviors through counseling services which will be provided with the goal of increasing an individual student's rate of progress both academically and behaviorally.
Reading Department Chair - Maria Lacamoire: Provides guidance on the Comprehensive Reading Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning.
School Psychologist - Mario Alegria: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Speech Language Pathologist - Adrian Alexander: educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design, assists in the selection of screening measures, and helps identify systematic patterns of student need with respect to language skills.

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

The MTSS Leadership team will meet on a bi-monthly basis to discuss and identify students who are at risk for failure by utilizing instruments such as Curriculum-Based measurement. The Leadership Team will engage in the development of high yield instructional strategies to enhance academic success. The team will further monitor, maintain, and modify progress data, and identify professional growth activities to increase staff readiness level in critical instruction, focus areas, and student behavioral concerns. Students will be given assessments composed of material from their academic curriculum. Once the at-risk students are identified, interventions and strategies will be implemented to address the concerns. Representatives from the MTSS & RtI Team will meet with departments in the school in order to organize and evaluate the progress. The departments will work in collaboration to problem solve and increase the level of interventions as needed. Diagnostic assessments will be administered and evaluated on an ongoing basis.

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

Baseline Data Sources: District baseline and interim assessments, School-site generated assessments, Florida Assessments for Instruction in Reading (FAIR), Voyager Progress Monitoring and Florida Comprehensive Assessment Test (FCAT).
FAIR Assessment Periods 1-3, District Baseline Benchmark and Interim Assessments, Tri-Weekly Assessments, 2013 FCAT results, 2013 Stanford Achievement Test 10th Edition (SAT10) results, Voyager check points/ benchmark assessments and Success Maker utilization and progress reports will be monitored
The data sources used to summarize data at the Tier 1 level involves problems in the general education classroom setting. The data from Curriculum-Based assessments in all areas of the curriculum and from the Baseline and Interim Tests will be evaluated. Interventions resulting from the findings of all of these

tests will be initiated. At the Tier 2 level, group interventions are targeted. The analysis of the results from the data sources such as, Curriculum-Based assessments, Baseline and Interim Tests, Tri-Weekly Assessments and FAIR will allow the team to target students that need additional academic assistance. At the Tier 3 level, intensive individualized interventions are necessary. The problem solving method utilized will be a systematic use of data that determines decisions about the services needed.
Behavioral Instruments:
Monthly review of Student Case Management Referrals, suspensions and attendance will be monitored. Disaggregate referrals by grouping students according to need. Provide direct social skills instruction and positive reinforcement to encourage self-management and reduce problem behaviors through counseling services which will be provided with the goal of increasing an individual student's rate of progress both academically and behaviorally.

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

Implementation of academic and behavioral data will be utilized to inform instructional decisions. Interventions will be provided at the earliest identification of need. Resources will be intentionally designed and redesigned to match student needs. Empowering staff and parents through data and evidence based practices to cultivate a culture that reflects collective responsibility for student success and instructional decision making.

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: Weekend Program
Minutes added to school year: 4,560

Saturday school targeting specific benchmarks, addressing reinforcement needs, and offering opportunities for enrichment activities are provided during the months of October, 2013 – May, 2014. Saturday school also provides teachers with additional time to collaborate and plan enriching lessons for their students.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Data from Curriculum-Based assessments and District mandated Baseline and Interim Tests will be evaluated as they are administered. Interventions resulting from the findings of all of these tests will be initiated. Grade level planning meetings will be held in collaboration with Lillie C. Evans K-8 Center's Leadership team in order to analyze the results from the data sources such as, Curriculum-Based assessments, Baseline and Interim Tests, Tri-Weekly Assessments and FAIR. This will enable the team to target students that need additional academic assistance. If intensive individualized interventions are necessary, they will be initiated.

Who is responsible for monitoring implementation of this strategy?

The persons responsible for executing this process are: Principal, Assistant Principal, Counselor, General Education Teachers, and Exceptional Education Teacher.

Literacy Leadership Team (LLT)

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

Name	Title
Mrs.Heidelburg-Principal	Mrs.Acevedo-Isenberg-Assistant Principal
Mrs. Lacamoire-Reading Leader	Mrs.Thompson-Media Specialist
Ms. Murphy- Guidance Counselor	Mr. Wright- ESE Teacher

How the school-based LLT functions

The goal of the team is to help the school create capacity of reading knowledge as well as focus on areas of literacy concerns across the grade levels.
The Leadership team will meet on a bi-monthly basis to discuss and identify students who are at risk for failure by utilizing instruments such as Curriculum-Based measurement. The Leadership Team will engage in the development of high yield instructional strategies to enhance academic success. The team will further monitor, maintain, and modify progress data, and identify professional growth activities to increase staff readiness level in critical instruction, focus areas, and student behavioral concerns. Students will be given assessments composed of material from their academic curriculum. Once the at-risk students are identified, interventions and strategies will be implemented to address the concerns. Representatives from the Literacy Leadership Team will meet with departments in the school in order to

organize and evaluate the progress. The departments will work in collaboration to problem solve and increase the level of interventions as needed. Diagnostic assessments will be administered and evaluated on an on-going basis.

Major initiatives of the LLT

The major initiatives of the LLT this year will be to create a team of school site literacy leaders. This team will become a working learning community who will continually strive to acquire knowledge in the area of literacy instruction through professional development as they work through the steps of the school action plan. The implementation of this model is critical in helping the school to understand individual student's needs. In addition, teachers will receive professional development in the areas of:
• Incorporating implementation of the Common Core Standards
• Implementing the new Reading Series: McGraw Hill - Wonders
• Creating and developing a school based literacy plan of action
• Using research based curriculum and assessments
• Integrating daily Read Alouds in all content area classes
• Analyzing data to revise instruction based on student weaknesses
• Allocating resources to assist and address concerns or challenges
• Provide observation lessons in classrooms
• Form study groups

Every Teacher Contributes to Reading Instruction

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

Every teacher is encouraged and required to incorporate reading strategies and writing strategies across the curriculum. Weekly benchmark strategies are discussed in weekly leadership meetings and monthly grade level meetings are disseminated to departments in order to maintain a cohesive school wide plan of implementation for all reading strategies. Graphic organizers and additional supplemental materials are incorporated in all classes to ensure that reading is effectively taking place.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

All incoming Kindergarten students are assessed using the Florida Kindergarten Readiness Screener (FLKRS) Assessment. The FLKRS assessment includes a subtest of the Early Childhood Observation System (ECHOS). These assessments will be used to screen the social/emotional development of each child's readiness for students entering Kindergarten. All Kindergartners will be administered the Florida Assessment for Instruction in Reading Overview (FAIR) three times per year. FAIR data is used to place students by their probability of reading success and targeted diagnostic assessment. Students in Pre-Kindergarten are screened in the area of phonological awareness, letter recognition and number sense using the Houghton Mifflin Pre/Post Assessment prior to entering and exiting Pre-Kindergarten. Open House is scheduled to take place on September 3, 2013. Parents are invited and encouraged to attend. At this event, parents will be provided with the opportunity to meet their child's teachers and become informed as to how they can collaborate with the teacher to assist their child with this transition. Information regarding becoming a cleared school volunteer will be disseminated, as well.

Expected Improvements

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%	40%	No	54%
American Indian		0%		
Asian		0%		
Black/African American	47%	37%	No	52%
Hispanic	93%	65%	No	93%
White		0%		
English language learners	50%	55%	Yes	54%
Students with disabilities	20%	12%	No	28%
Economically disadvantaged	48%	40%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	29%	40%
Students scoring at or above Achievement Level 4	30	10%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	71%

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	46	49%	54%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	73%	50%	No	76%
American Indian		0%		
Asian		0%		
Black/African American	74%	48%	No	77%
Hispanic	63%	65%	Yes	66%
White		0%		
English language learners	59%	36%	No	63%
Students with disabilities	39%	16%	No	45%
Economically disadvantaged	73%	50%	No	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	31%	52%
Students scoring at or above Achievement Level 4	43	15%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		64%	68%

Middle School Acceleration

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

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		50%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		50%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	24%	28%
Students scoring at or above Achievement Level 4	11	22%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		21%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	100	20%	25%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	45	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	51	14%	13%
Students who are not proficient in reading by third grade	36	77%	69%
Students who receive two or more behavior referrals	66	14%	13%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	45	8%	7%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	45	8%	7%
Students who fail a mathematics course	29	21%	20%
Students who fail an English Language Arts course	22	16%	15%
Students who fail two or more courses in any subject	31	23%	22%
Students who receive two or more behavior referrals	66	14%	13%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	45	8%	7%

Area 9: Parent Involvement

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

Parental involvement targets for the school

See Title I Parental Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   The results of the 2013 FCAT 2.0 Reading test indicate that 40% of all students scored at or above Achievement Level 3. Our goal for the 2013 – 2014 school year is to increase student proficiency by 14% percentage points to 54%.

G2.   The results of the 2013 FCAT Writing indicate that 49% of the students scored at or above a 3.5 or higher. Our goal for the 2013- 2014 school year is to increase the amount students scoring at or above a 3.5 from 49% to 54%.

G3.   The results of the 2013 FCAT 2.0 Mathematics test indicate that 50% of all students scored at or above Achievement Level 3. Our goal for the 2013 – 2014 school year is to increase student proficiency by 26% percentage points to 76%.

G4.   The results of the 2013 EOC Assessments indicate that 100% of the students participated and performed in the exam. Our goal for the 2013 – 2014 school year is to maintain middle school participation and performance at 100%.

G5.   The results of the 2013 Algebra EOC exam indicate that 50% of the students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to maintain at or above Achievement Level 3 student proficiency at 50%.

G6.   The results of the 2013 FCAT 2.0 Science test indicate that 46% of the 5th Grade students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 6% percentage points to 52%.

G7.   The results of the 2013 FCAT 2.0 Science test indicate that 24% of the 8th grade students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 7% percentage points to 31%.

G8.   The results of the STEM-related experience provided for the students indicate that 20% of the students participated in project based learning activities. Our goal for the 2013-2014 school year is to increase participation and number of experiences.

G9.   The results of the 2013 Civics Baseline Assessment indicate that 100% of students were nonproficient. Our goal for the 2013-2014 school year is to increase student proficiency by 70% percentage points to 70%.

G10. Our goal for the 2013-2014 school year in monitoring the early warning systems is to increase elementary student attendance, decrease the students retained and non-proficient in Reading by the third grade and decrease the number of behavior referrals.

G11. Our goal for this school year is to decrease the amount of middle school students failing courses, decrease the number of students who miss 10% or more of instruction, and decrease the amount of students that receive one or more behavior referrals.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading test indicate that 40% of all students scored at or above Achievement Level 3. Our goal for the 2013 – 2014 school year is to increase student proficiency by 14% percentage points to 54%.

Targets Supported

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

Resources Available to Support the Goal

- Reading Teachers

- Complex Text

Targeted Barriers to Achieving the Goal

- According to the results of the FCAT 2.0 Reading, the area of deficiency for the Black and Hispanic Subgroup was Reporting Category 3 Literary Analysis/Fiction/Non-Fiction.

- According to the results of the FCAT 2.0 Reading, the area of deficiency for Students with Disabilities and Economically Disadvantaged Subgroups was Reporting Category 1 Vocabulary.

- According to the results of the FCAT 2.0 Reading, the area of deficiency for students that scored at Achievment Level 3 was Reporting Category 2 Reading Application.

- According to the results of the 2013 FCAT 2.0 Reading,the area of deficiency of the students that scored at or above Achievement Level 4 was Reporting Category 3, Figurative Language, Character Development and Theme.

- According to the results of the FCAT 2.0 Reading, the area of deficiency of the students that achieved learning gains was Reporting Category 2 Reading Application.

- According to the results of the FCAT 2.0 Reading, the area of deficiency of the students that achieved learning gains in the lowest 25% was Reporting Category 1 - Vocabulary.

Plan to Monitor Progress Toward the Goal

Follow FCIM model using data from interims, site generated reports and FCAT 2.0

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT Reading 2.0 Assessment.

G2. The results of the 2013 FCAT Writing indicate that 49% of the students scored at or above a 3.5 or higher. Our goal for the 2013- 2014 school year is to increase the amount students scoring at or above a 3.5 from 49% to 54%.

Targets Supported
- Writing

Resources Available to Support the Goal
- State released writing prompts

Targeted Barriers to Achieving the Goal
- According to the results of the FCAT 2.0 Writing, the area of deficiency for Grade 4 students that scored 3.5 and above was vocabulary to convey "voice."

- According to the results of the FCAT 2.0 Writing, the area of deficiency for Grade 8 students that scored 3.5 and above was that students lack the ability to establish and develop a controlling idea and provide support/evidence for their argument.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, follow FCIM using weekly writing data.

Person or Persons Responsible
MTSS/ LLT

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT Reading 2.0 Assessment.

G3. The results of the 2013 FCAT 2.0 Mathematics test indicate that 50% of all students scored at or above Achievement Level 3. Our goal for the 2013 – 2014 school year is to increase student proficiency by 26% percentage points to 76%.

Targets Supported

Resources Available to Support the Goal
- Manipulatives

Targeted Barriers to Achieving the Goal
- According to the results of the FCAT 2.0 Mathematics Test, students in the Black and English Language Learner Subgroups experienced difficulty in Number: Base Ten & Fractions.

- According to the results of the FCAT 2.0 Mathematics Test, students in the Students with Disabilites and Economically Disadvantaged Subgroups experienced difficulty in Geometry and Measurement.

- According to the results of the FCAT 2.0 Mathematics Test, students that scored at Achievement Level 3 experienced difficulty in Statistics & Probability.

- According to the results of the FCAT 2.0 Mathematics Test, students that scored at or above Achievement Level 4 experienced difficulty in Number: Operations and Problems.

- According to the results of the FCAT 2.0 Mathematics Test, all students that achieved learning gains experienced difficulty in Number: Base Ten & Fractions.

- According to the results of the FCAT 2.0 Mathematics Test, students that achieved learning gains in the lowest 25% experienced difficulty in Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

The Math Department Chair and the Assistant Principal will analyze data from grade level bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment.

G4. The results of the 2013 EOC Assessments indicate that 100% of the students participated and performed in the exam. Our goal for the 2013 – 2014 school year is to maintain middle school participation and performance at 100%.

Targets Supported

Resources Available to Support the Goal
- Math Teachers
- Computers/Printers

Targeted Barriers to Achieving the Goal
- According to the results of the 2013 Algebra I EOC, the amount of middle school students achieving Levels 4 and 5 should increase in order to improve middle school participation in the Algebra I EOC.
- According to the results of the 2013 Algebra I EOC, students need increased experience with technology, specifically, reading problems on the screen, working them out on paper, and then recording the answer on the computer in order to improve performance.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, analyze data from bi-weekly assessments to ensure that students are making adequate progress and instruction is being modified appropriately.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: District Baseline and Interim Assessments. Summative: 2014 FCAT 2.0 Assessment, 2014 Algebra EOC Assessment.

G5. The results of the 2013 Algebra EOC exam indicate that 50% of the students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to maintain at or above Achievement Level 3 student proficiency at 50%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Algebra Teacher

- Computer/ Printer

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Algebra I EOC, students that scored an Acheivement Level 3 experienced difficulty in solving multistep equations, especially identifying the correct operation for each step. According to the 2013 Algebra EOC, students had difficulty with Functions, Linear Equations, and Inequalities.

- According to the results of the 2013 Algebra I EOC, students that scored at or above an Achievement Level 4 experienced difficulty with technology, specifically, reading problems on the screen, working them out on paper, and then recording the answer on the computer. Students are exhibiting overall difficulty with all reporting categories in Algebra.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, analyze data from formative assessments and modify instruction as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Baseline and Interim Assessments. Summative: 2014 Algebra EOC Assessment.

G6. The results of the 2013 FCAT 2.0 Science test indicate that 46% of the 5th Grade students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 6% percentage points to 52%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Science Lab Equipment

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Science FCAT 2.0, students in grade 5 that scored at Level 3 Achievement had the most difficulty with the Nature of Science.

- According to the results of the 2013 Science FCAT 2.0, students in grade 5 that scored at Level 4 and above had difficulty with Physical Science.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Administrative Team and Science Department Chair will review lab reports and conclusions at bi-weekly grade level meetings.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: District Baseline and Interim Assessments, Tri-Weekly Edusoft Assessments, student work samples and labs. Summative: 2014 Science FCAT 2.0 Assessment.

G7. The results of the 2013 FCAT 2.0 Science test indicate that 24% of the 8th grade students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 7% percentage points to 31%.

Targets Supported
- Science - Middle School

Resources Available to Support the Goal
- computers
- Science Teachers
- GIZMOS
- Discovery Education

Targeted Barriers to Achieving the Goal
- According to the results of the 2013 Science FCAT 2.0, students in grade 8 that scored an Achievment Level 3 had the most difficulty with the Physical Science.
- According to the results of the 2013 Science FCAT 2.0, students in grade 8 that scored an Achievement Level 4 and above experienced difficulty with varying experiences and interests in Science.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Administrative Team and Science Department Chair will review lab reports and interim assessment data reports.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: District Baseline and Interim Assessments, Tri-Weekly Edusoft Assessments, student work samples and labs. Summative: 2014 Science FCAT 2.0 Assessment.

G8. The results of the STEM-related experience provided for the students indicate that 20% of the students participated in project based learning activities. Our goal for the 2013-2014 school year is to increase participation and number of experiences.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- Science Lab Materials
- Math Manipulatives

Targeted Barriers to Achieving the Goal
- In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in project based learning in STEM.
- In order to emphasize/engage students in the problem solving process, we need to increase the number of experiences that our students can be exposed to throughout the school year.

Plan to Monitor Progress Toward the Goal

Administrative Team, Science and Math Department Chair analyze interim assessment data and school generated assessment data and modify instruction as needed. Student journals and work folders are reviewed on a continuous basis.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Student journals, chapter and quarterly exams to assess relevant benchmarks. Summative: 2014 FCAT 2.0 Science and 2014 FCAT 2.0 Mathematics

G9. The results of the 2013 Civics Baseline Assessment indicate that 100% of students were nonproficient. Our goal for the 2013-2014 school year is to increase student proficiency by 70% percentage points to 70%.

Targets Supported
- Civics EOC

Resources Available to Support the Goal
- Civics Teachers
- Visual Aids

Targeted Barriers to Achieving the Goal
- Upon completeion of the District Baseline Assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Administrative Team and Civics Department Chair conduct classroom walk throughs and observations to monitor implementation. Bi-weekly data will be reviewed.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
ongoing

Evidence of Completion:
Formative: Student journals, chapter and quarterly exams to assess relevant benchmarks. Summative: 2014 EOC Civics Assessment.

G10. Our goal for the 2013-2014 school year in monitoring the early warning systems is to increase elementary student attendance, decrease the students retained and non-proficient in Reading by the third grade and decrease the number of behavior referrals.

Targets Supported
- EWS - Elementary School

Resources Available to Support the Goal
- Student Incentives

Targeted Barriers to Achieving the Goal
- Our school recognizes that student attendance is correlated to student academic development. In monitoring the Early Warning Systems, our school will increase elementary student attendance by decreasing the number of students who missed 10 percent or more of the available instructional time.

- Our school recognizes that students' academic success is correlated to student academic development. In monitoring the Early Warning System, our school will decrease the number of elementary students that are retained in third grade.

- Our school recognizes that students' academic success is correlated to student academic development. In monitoring the Early Warning System, our school will decrease the number of elementary students who are not proficient in reading by third grade.

- Our school recognizes that students' academic success is correlated to student behavior. In monitoring the Early Warning Systems, our elementary students with two or more referrals or with one or more that lead to suspension demonstrate difficulty in displaying appropriate behavior in an academic setting.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Administrative Team, School Counselor, and School Clinic Staff will analyze attendance rosters and make comparisons to determine progress.

Person or Persons Responsible

LLT and School Clinic Staff

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance Data: Attendance Rate 2013-2014 compared to Attendance Rate 2012-2013. Saturday School Attendance Rosters, Intervention Data Reports, District Baseline and Interim Assessments, Behavior Data, SCAM forms.

G11. Our goal for this school year is to decrease the amount of middle school students failing courses, decrease the number of students who miss 10% or more of instruction, and decrease the amount of students that receive one or more behavior referrals.

Targets Supported

- EWS - Middle School

Resources Available to Support the Goal

- VMath Live

- Reading Plus

- Language!

Targeted Barriers to Achieving the Goal

- Our school recognizes that student academic development is correlated with providing differentiated and small group instruction. Our middle school students need more instructional time in small group settings in order to improve their academic level.

- Our school recognizes that student attendance is correlated to student academic development. In monitoring the Early Warning Systems, our school will increase middle school student attendance by decreasing the number of students who missed 10 percent or more of the available instructional time.

- Our school recognizes that students' academic success is correlated to student behavior. In monitoring the Early Warning Systems, our middle school students with two or more referrals or with one or more that lead to suspension demonstrate difficulty in displaying appropriate behavior in an academic setting.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, monitor intervention data reports and progress monitoring tools to ensure improvement. Monitor Saturday school attendance rosters. Call parents to encourage and recommend Saturday school attendance.

Person or Persons Responsible

Administrative Team, Counselor

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 Students' final course grades, Attendance Data: Attendance Rate 2013-2014 compared to Attendance Rate 2012-2013. Saturday School Attendance Rosters, Intervention Data Reports, District Baseline and Interim Assessments, Behavior Data, SCAM forms.

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT 2.0 Reading test indicate that 40% of all students scored at or above Achievement Level 3. Our goal for the 2013 – 2014 school year is to increase student proficiency by 14% percentage points to 54%.

G1.B1 According to the results of the FCAT 2.0 Reading, the area of deficiency for the Black and Hispanic Subgroup was Reporting Category 3 Literary Analysis/Fiction/Non-Fiction.

G1.B1.S1 Provide students with the opportunity to observe similarities and differences between characters, theme, conflicts, plots, and outcomes.

Action Step 1

Teacher will utilize Spotlight Paired Passages to make connections across characters, themes, and topics to improve literary analysis.

Person or Persons Responsible

Reading Teachers -School Wide

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples will be submitted and monitored by the Reading Leader

Facilitator:

Maria Lacamoire

Participants:

Reading Teachers -School Wide

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

Utilize the FCIM during ongoing classroom assessments focusing on students' data and ability to make comparisons.

> **Person or Persons Responsible**
>
> LLT
>
> **Target Dates or Schedule**
>
> Tri-weekly
>
> **Evidence of Completion**
>
> Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT Reading 2.0 Assessment.

Plan to Monitor Effectiveness of G1.B1.S1

Utilize the FCIM during ongoing classroom assessments focusing on students' data and ability to make comparisons.

> **Person or Persons Responsible**
>
> LLT
>
> **Target Dates or Schedule**
>
> Ongoing
>
> **Evidence of Completion**
>
> Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT Reading 2.0 Assessment.

G1.B2 According to the results of the FCAT 2.0 Reading, the area of deficiency for Students with Disabilities and Economically Disadvantaged Subgroups was Reporting Category 1 Vocabulary.

G1.B2.S1 Provide students with the opportunity to increase their knowledge of familiar base words and affixes (prefixes and suffixes) and the ability to determine meanings of unfamiliar complex words.

Action Step 1

Teachers will utilize Elements of Vocabulary during the reading block to enhance students vocabulary knowledge and skills.

Person or Persons Responsible

Reading Teachers - School Wide

Target Dates or Schedule

ongoing

Evidence of Completion

Student assessment data will be submitted and monitored by the Administrative Team

Facilitator:

Maria Lacamoire

Participants:

Reading Teachers - School Wide

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

Utilize the FCIM during ongoing classroom assessments focusing on students' data and ability to determine knowledge of word meanings and relationships.

Person or Persons Responsible

LLT

Target Dates or Schedule

Tri-weekly

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT Reading 2.0 Assessment.

Plan to Monitor Effectiveness of G1.B2.S1

Utilize the FCIM model during ongoing classroom assessments focusing on students' data and ability to determine knowledge of word meanings and relationships.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT Reading 2.0 Assessment.

G1.B2.S2 Utilize grade level appropriate text to determine meaning of phrases and expressions paying special attention to familiar roots and affixes derived from Greek and Latin. Students will analyze sentence and word context to determine meaning.

Action Step 1

Teachers will utilize dynamic vocabulary instructional strategies such as: word walls, vocabulary word maps, and affix and root word activities to derive word meanings and word relationships from context.

Person or Persons Responsible

Reading Teachers- School Wide

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples will be submitted and monitored by the Administrative Team

Facilitator:

Maria Lacamoire

Participants:

Reading Teachers- School Wide

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

Utilize the FCIM model during ongoing classroom assessments focusing on students' data and ability to determine knowledge of word meanings and relationships.

Person or Persons Responsible

LLT

Target Dates or Schedule

Tri-weekly

Evidence of Completion

District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, and student work samples

Plan to Monitor Effectiveness of G1.B2.S2

Utilize the FCIM model during ongoing classroom assessments focusing on students' data and ability to determine knowledge of word meanings and relationships.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples

G1.B3 According to the results of the FCAT 2.0 Reading, the area of deficiency for students that scored at Achievment Level 3 was Reporting Category 2 Reading Application.

G1.B3.S1 Provide students with the opportunity to identify main idea stated or implied. Utilize grade-level appropriate text where main idea may be stated or implied and embedded within text.

Action Step 1

Teachers will use graphic organizers such as note, mapping and summary statements to help students determine the main idea/essential message.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples will be submitted to the facilitator.

Facilitator:

Yvette Thompson

Participants:

Teachers

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

Utilize the FCIM model during ongoing classroom observation and assessment data will be shared with classroom instructor on a bi-weekly basis. Instruction will be adjusted to meet student need.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT Reading 2.0 Assessment.

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM model, LLT will conduct classroom observations and analyze data to determine progress rate.

Person or Persons Responsible

LLT

Target Dates or Schedule

bi-weekly

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT Reading 2.0 Assessment.

G1.B4 According to the results of the 2013 FCAT 2.0 Reading,the area of deficiency of the students that scored at or above Achievement Level 4 was Reporting Category 3, Figurative Language, Character Development and Theme.

G1.B4.S1 Provide the students with the opportunity to observe similarities and differences between characters, themes, conflicts, plots and outcomes.

Action Step 1

Students will utilize poetry to practice identifying descriptive language that defines moods and provides imagery. Students will close read to note how authors use figurative language such as similes, metaphors, and personification.

Person or Persons Responsible

Reading/ Language Arts Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Assessment.

Facilitator:

Michelle Toral

Participants:

Reading/ Language Arts Teachers

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

Utilize the FCIM during ongoing classroom assessments focusing on students' data and ability to make comparisons and data chats.

Person or Persons Responsible

LLT

Target Dates or Schedule

Tri-weekly

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Assessment.

Plan to Monitor Effectiveness of G1.B4.S1

Utilize the FCIM to review Accelerated Reader reports and its impact on site generated and interim assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Assessment.

G1.B5 According to the results of the FCAT 2.0 Reading, the area of deficiency of the students that achieved learning gains was Reporting Category 2 Reading Application.

G1.B5.S1 Provide students with the opportunity to identify main idea stated or implied.

Action Step 1

Teachers will use graphic organizers such as note, mapping and summary statements to determine the main idea/ essential message. Teachers will receive professional development in order to be better prepared to use graphic organizers to teach these concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and school site generated assessments, targeting benchmarks submitted to PD facilitator.

Facilitator:

Yvette Thompson

Participants:

Teachers

Action Step 2

Teachers will use graphic organizers such as note, mapping and summary statements to determine the main idea/ essential message.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and school site generated assessments, targeting benchmarks submitted to PD facilitator.

Facilitator:

Yvette Thompson

Participants:

Teachers

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

Utilize the FCIM during ongoing classroom observation and assessment data will be shared with classroom instructor on a bi-weekly basis. Instruction will be ajusted to meet student need.

Person or Persons Responsible

LLT

Target Dates or Schedule

Tri-Weekly

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT Reading 2.0 Assessment.

Plan to Monitor Effectiveness of G1.B5.S1

Utilize the FCIM during ongoing classroom observation and assessment data will be shared with classroom instructor on a bi-weekly basis. Instruction will be ajusted to meet student need.

> **Person or Persons Responsible**
>
> LLT
>
> **Target Dates or Schedule**
>
> Tri-Weekly
>
> **Evidence of Completion**
>
> Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT Reading 2.0 Assessment.

G1.B6 According to the results of the FCAT 2.0 Reading, the area of deficiency of the students that achieved learning gains in the lowest 25% was Reporting Category 1 - Vocabulary.

G1.B6.S1 Provide students with the opportunity gain knowledge of familiar base words and affixes (prefixes and suffixes) and the ability to determine meanings of unfamiliar complex words indicating a need for consistency and fidelity in students' participation in Saturday school tutoring.

> **Action Step 1**
>
> Students will utilize Voyager, Reading Plus, Language, and Journeys as a support and intervention tool. Students will attend Saturday school tutoring with fidelity.
>
> **Person or Persons Responsible**
>
> Teachers
>
> **Target Dates or Schedule**
>
> ongoing
>
> **Evidence of Completion**
>
> Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT Reading 2.0 Assessment.

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

Utilize the FCIM during monthly LLT meetings with Interventionist to review Tri-weekly benchmark assessments, student progress and Voyager data.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT Reading 2.0 Assessment.

Plan to Monitor Effectiveness of G1.B6.S1

Utilize the FCIM during monthly LLT meetings with Interventionist to review Tri-weekly benchmark assessments, student progress and Voyager data.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT Reading 2.0 Assessment.

G2. The results of the 2013 FCAT Writing indicate that 49% of the students scored at or above a 3.5 or higher. Our goal for the 2013- 2014 school year is to increase the amount students scoring at or above a 3.5 from 49% to 54%.

G2.B1 According to the results of the FCAT 2.0 Writing, the area of deficiency for Grade 4 students that scored 3.5 and above was vocabulary to convey "voice."

G2.B1.S1 Utilize teacher/student and peer to peer conferencing during the writing block to debrief and target areas in need of improvement. In addition, conduct mini-lessons to enhance and create a descriptive word bank.

Action Step 1

Teachers will use sensory charts, words from word jars and word walls to enhance vocabulary in writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student writing samples and interim assessments

Facilitator:

Georgia Little

Participants:

Teachers

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

Utilize the FCIM model to review and monitor students' writing progress and adjust focus as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT Reading 2.0 Assessment.

Plan to Monitor Effectiveness of G2.B1.S1

Utilize the FCIM model to review and monitor students' writing progress and adjust focus as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT Reading 2.0 Assessment.

G2.B2 According to the results of the FCAT 2.0 Writing, the area of deficiency for Grade 8 students that scored 3.5 and above was that students lack the ability to establish and develop a controlling idea and provide support/evidence for their argument.

G2.B2.S1 Utilize the writing block to assist students in developing a topic with relevant details and well chosen facts that support their argument or claim.

Action Step 1

Teachers will use poetry, print and media advertisements, editorials, and speeches as examples of evaluating and analyzing persuasive techniques with their students to support claims and/or arguments.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Weekly student writing samples submitted to PD facilitator

Facilitator:

Georgia Little

Participants:

Teacher

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

Utilize the FCIM model to review weekly writing prompts that monitor students' progress and adjust focus as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT Reading 2.0 Assessment.

Plan to Monitor Effectiveness of G2.B2.S1

Utilize the FCIM model to review weekly writing prompts that monitor students' progress and adjust focus as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT Reading 2.0 Assessment.

G3. The results of the 2013 FCAT 2.0 Mathematics test indicate that 50% of all students scored at or above Achievement Level 3. Our goal for the 2013 – 2014 school year is to increase student proficiency by 26% percentage points to 76%.

G3.B1 According to the results of the FCAT 2.0 Mathematics Test, students in the Black and English Language Learner Subgroups experienced difficulty in Number: Base Ten & Fractions.

G3.B1.S1 Provide opportunities for students to develop an understanding of fractions and fraction equivalence by developing hands-on activities and lessons that help students with the understanding fluency of fractions.

Action Step 1

Students will use manipulatives to solve real world problems by adding and subtracting fractions with both like and unlike denominators, using models, adding and subtracting decimals, and ordering fractions.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment.

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

Utilizing the FCIM, the Administrative Team, Math Department Chair, and Math Teachers will analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment.

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM, analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment.

G3.B2 According to the results of the FCAT 2.0 Mathematics Test, students in the Students with Disabilites and Economically Disadvantaged Subgroups experienced difficulty in Geometry and Measurement.

G3.B2.S1 Utilize hands-on activities to investigate strategies and determine the surface area, volume, and measurement of various shapes and objects.

Action Step 1

Teachers will use manipulatives to assist students as they apply the correct formulas in order to determine the area of a figure or region, and provides opportunities for students to identify benchmark angles of 45 degrees, 90 degrees, 180 degrees, and 360 degrees; and classify them as acute, obtuse, right, and straight angles.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment

Facilitator:

Anthal Jean

Participants:

Mathematics Teachers

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

Utilizing the FCIM, the Administrative Team, Math Department Chair, and Math Teachers will analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment.

Plan to Monitor Effectiveness of G3.B2.S1

Utilizing the FCIM, the Math Department Chair and the Assistant Principal will analyze data from grade levels biweekly assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment.

G3.B3 According to the results of the FCAT 2.0 Mathematics Test, students that scored at Achievement Level 3 experienced difficulty in Statistics & Probability.

G3.B3.S1 Teachers will utilize real world problems to construct and analyze graphs and make appropriate generalizations from reasonable population samples.

Action Step 1

Students will be provided with opportunities to make predictions involving statistics and probability by solving higher order questions which promote critical, independent, and creative thinking for a deeper understanding of statistics and probability.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment

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

Utilizing the FCIM, the Administrative Team, Math Department Chair, and Math Teachers will analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment.

Plan to Monitor Effectiveness of G3.B3.S1

Utilizing the FCIM, analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT

Target Dates or Schedule

Tri-weekly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment.

G3.B4 According to the results of the FCAT 2.0 Mathematics Test, students that scored at or above Achievement Level 4 experienced difficulty in Number: Operations and Problems.

G3.B4.S1 Teachers will provide context for mathematical exploration and the development of student understanding of numbers and operations through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Students will make sense of higher order real world problems intended to promote critical, independent, and creative thinking as they persevere in solving them for deeper understanding of mathematical processes and operations.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment

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

Utilizing the FCIM, the Administrative Team, Math Department Chair, and Math Teachers will analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B4.S1

Utilizing the FCIM, analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment

G3.B5 According to the results of the FCAT 2.0 Mathematics Test, all students that achieved learning gains experienced difficulty in Number: Base Ten & Fractions.

G3.B5.S1 Provide opportunities for students to develop an understanding of fractions and fraction equivalence by developing hands-on activities and lessons that help students comprehend the fluency of fractions.

Action Step 1

Students will add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals, and order fractions.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment

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

Utilizing the FCIM, the Administrative Team, Math Department Chair, and Math Teachers will analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment.

Plan to Monitor Effectiveness of G3.B5.S1

Utilizing the FCIM, analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment.

G3.B6 According to the results of the FCAT 2.0 Mathematics Test, students that achieved learning gains in the lowest 25% experienced difficulty in Geometry and Measurement.

G3.B6.S1 Utilize hands-on activities to investigate strategies and determine the surface area, volume, and measurement of various shapes and objects.

Action Step 1

Teachers will use manipulatives during classroom instruction to assist students as they learn to apply the correct formula in order to determine the area of a figure or region, and identify benchmark angles of 45 degrees, 90 degrees, 180 degrees, and 360 degrees; and classify them as acute, obtuse, right, and straight angles.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment.

Facilitator:

Oscar Julien

Participants:

Mathematics Teachers

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

Utilizing the FCIM, the Administrative Team, Math Department Chair, and Math Teachers will analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment.

Plan to Monitor Effectiveness of G3.B6.S1

Utilizing the FCIM, the Administrative Team, Math Department Chair, and Math Teachers will analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment.

G4. The results of the 2013 EOC Assessments indicate that 100% of the students participated and performed in the exam. Our goal for the 2013 – 2014 school year is to maintain middle school participation and performance at 100%.

G4.B1 According to the results of the 2013 Algebra I EOC, the amount of middle school students achieving Levels 4 and 5 should increase in order to improve middle school participation in the Algebra I EOC.

G4.B1.S1 Develop a school wide Mathematics plan across grade levels in order to better prepare students so that they can attain at or above Achievement Level 4 in the FCAT 2.0 Mathematics Test.

Action Step 1

Meet as a Math Department to plan lessons that will engage students and increase their understanding of Mathematical concepts.

Person or Persons Responsible

Mathematics Teachers, Administrative Team, Math Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Baseline and Interim Assessments. Summative: 2014 FCAT 2.0 Assessment, 2014 Algebra EOC Assessment

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

Utilizing the FCIM, the administrative team, math department chair, and math teachers will analyze data from bi-weekly assessments to ensure that students are being enriched.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments. Summative: 2014 FCAT 2.0 Assessment, 2014 Algebra EOC Assessment

Plan to Monitor Effectiveness of G4.B1.S1

Utilizing the FCIM, analyze data from bi-weekly assessments to ensure that students are making adequate progress and instruction is being modified appropriately.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments. Summative: 2014 FCAT 2.0 Assessment, 2014 Algebra EOC Assessment

G4.B2 According to the results of the 2013 Algebra I EOC, students need increased experience with technology, specifically, reading problems on the screen, working them out on paper, and then recording the answer on the computer in order to improve performance.

G4.B2.S1 Teachers will provide continuous opportunities for student to solve multistep equations and to develop strategies for identifying operations in different types of real world problem using technology.

Action Step 1

Teachers develop a bank of problems for students to complete on the computer and develop a format to help students plan and solve the problems on paper to help transition into the technology testing age. Students use scientific calculators to calculate responses.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments. Summative: 2014 FCAT 2.0 Assessment, 2014 Algebra EOC Assessment

Facilitator:

Oscar Julien

Participants:

Mathematics Teachers

Action Step 2

Teachers develop a bank of problems for students to complete on the computer and develop a format to help students plan and solve the problems on paper to help transition into the technology testing age. Students use scientific calculators to calculate responses.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments. Summative: 2014 FCAT 2.0 Assessment, 2014 Algebra EOC Assessment

Facilitator:

Oscar Julien

Participants:

Mathematics Teachers

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

Utilizing the FCIM, the Math Department Chair and the Administrative Team will monitor implementation of strategies. Data from formative assessment will be analyzed and instruction modified as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments. Summative: 2014 FCAT 2.0 Assessment, 2014 Algebra EOC Assessment

Plan to Monitor Effectiveness of G4.B2.S1

Utilizing the FCIM, the Math Department Chair and the Administrative Team will monitor implementation of strategies. Data from formative assessment will be analyzed and instruction modified as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments. Summative: 2014 FCAT 2.0 Assessment, 2014 Algebra EOC Assessment

G5. The results of the 2013 Algebra EOC exam indicate that 50% of the students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to maintain at or above Achievement Level 3 student proficiency at 50%.

G5.B1 According to the results of the 2013 Algebra I EOC, students that scored an Acheivement Level 3 experienced difficulty in solving multistep equations, especially identifying the correct operation for each step. According to the 2013 Algebra EOC, students had difficulty with Functions, Linear Equations, and Inequalities.

G5.B1.S1 Students need additional opportunities to solve multistep equations and to develop strategies for identifying operations in different types of real-world problems.

Action Step 1

Algebra Teacher will identify and provide multiple examples of real-world, multistep problems and provide scaffolding support to students as needed. Teacher will analyze data reports for effectiveness and progress.

Person or Persons Responsible

Algebra Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Review of Student data reports during grade level meetings

Facilitator:

Oscar Julien

Participants:

Mathematics Teachers

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

Utilizing the FCIM, the Administrative Team and Mathematics Department Chair will monitor the implementation of strategies by conducting classroom walk throughs and by analyzing data from formative assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments. Summative: 2014 Algebra EOC Assessment.

Plan to Monitor Effectiveness of G5.B1.S1

Utilizing the FCIM, the Administrative Team and Mathematics Department Chair will monitor implementation of strategies by analyzing data from formative assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Baseline and Interim Assessments. Summative: 2014 Algebra EOC Assessment.

G5.B2 According to the results of the 2013 Algebra I EOC, students that scored at or above an Achievement Level 4 experienced difficulty with technology, specifically, reading problems on the screen, working them out on paper, and then recording the answer on the computer. Students are exhibiting overall difficulty with all reporting categories in Algebra.

G5.B2.S1 Teachers will provide continuous opportunities for student to solve multistep equations and to develop strategies for identifying operations in different types of real world problem using technology.

Action Step 1

Teachers develop a bank of problems for students to complete on the computer and develop a format to help students plan and solve the problems on paper to help transition into the technology testing age. Students use scientific calculators to calculate responses.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments. Summative: 2014 Algebra EOC Assessment.

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

Utilizing the FCIM, the Math Department Chair and the Administrative Team will monitor implementation of strategies. Data from formative assessment will be analyzed and instruction modified as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments. Summative: 2014 Algebra EOC Assessment.

Plan to Monitor Effectiveness of G5.B2.S1

Utilizing the FCIM, the Math Department Chair and the Administrative Team will monitor implementation of strategies. Data from formative assessment will be analyzed and instruction modified as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments. Summative: 2014 Algebra EOC Assessment.

G6. The results of the 2013 FCAT 2.0 Science test indicate that 46% of the 5th Grade students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 6% percentage points to 52%.

G6.B1 According to the results of the 2013 Science FCAT 2.0, students in grade 5 that scored at Level 3 Achievement had the most difficulty with the Nature of Science.

G6.B1.S1 Teachers will provide classroom opportunities for students to increase their scientific thinking based on evidence and reasoning while conducting science labs.

Action Step 1

Guide students through inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables and experimental design to prepare students for the Science Fair.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

February 12, 2014

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-Weekly Edusoft Assessments, student work samples and labs. Summative: 2014 Science FCAT 2.0 Assessment.

Facilitator:

Lavida Dorkins and Candice Wilson

Participants:

Science Teachers

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

Utilizing the FCIM, the Administrative Team and Science Department Chair will review lab reports and conclusions at bi-weekly grade level meetings.

Person or Persons Responsible

LLT

Target Dates or Schedule

bi-weekly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-Weekly Edusoft Assessments, student work samples and labs. Summative: 2014 Science FCAT 2.0 Assessment.

Plan to Monitor Effectiveness of G6.B1.S1

Uitlizing the FCIM, the Administrative Team and Science Department Chair will review lab reports and conclusions at bi-weekly grade level meetings.

Person or Persons Responsible

LLT

Target Dates or Schedule

bi-weekly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-Weekly Edusoft Assessments, student work samples and labs. Summative: 2014 Science FCAT 2.0 Assessment.

G6.B2 According to the results of the 2013 Science FCAT 2.0, students in grade 5 that scored at Level 4 and above had difficulty with Physical Science.

G6.B2.S1 Teachers will provide opportunities for students to engage in collaborative project based learning activities.

Action Step 1

Guide students through inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables and experimental design to prepare students for the Science Fair.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-Weekly Edusoft Assessments, student work samples and labs. Summative: 2014 Science FCAT 2.0 Assessment.

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

Utilizing the FCIM, the administrative team and Science Department Chair will conduct walk throughs and classroom observations to observe the fidelity of the implementation.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-Weekly Edusoft Assessments, student work samples and labs. Summative: 2014 Science FCAT 2.0 Assessment.

Plan to Monitor Effectiveness of G6.B2.S1

Utilizing the FCIM, the administrative team and Science Department Chair will conduct walk throughs and classroom observations to observe the fidelity of the implementation.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-Weekly Edusoft Assessments, student work samples and labs. Summative: 2014 Science FCAT 2.0 Assessment.

G7. The results of the 2013 FCAT 2.0 Science test indicate that 24% of the 8th grade students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 7% percentage points to 31%.

G7.B1 According to the results of the 2013 Science FCAT 2.0, students in grade 8 that scored an Achievment Level 3 had the most difficulty with the Physical Science.

G7.B1.S1 Teachers will provide classroom opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypothesis, data analysis, explanation of variables, and experimental design to prepare students for the Science Fair.

Action Step 1

Guide students through inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables and experimental design to prepare students for the Science Fair.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-Weekly Edusoft Assessments, student work samples and labs. Summative: 2014 Science FCAT 2.0 Assessment.

Facilitator:

Lavida Dorkins and Candice Wilson

Participants:

Science Teachers

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

Utilizing the FCIM, the Administrative Team and Science Department Chair will review lab reports and conclusions at bi-weekly grade level meetings. Classroom observations will also be conducted by the Administrative Team and Science Department Chair.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-Weekly Edusoft Assessments, student work samples and labs. Summative: 2014 Science FCAT 2.0 Assessment.

Plan to Monitor Effectiveness of G7.B1.S1

Utilizing the FCIM, the Administrative Team and Science Department Chair will analyze interim assessment data and student lab reports for progress monitoring purposes.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-Weekly Edusoft Assessments, student work samples and labs. Summative: 2014 Science FCAT 2.0 Assessment.

G7.B2 According to the results of the 2013 Science FCAT 2.0, students in grade 8 that scored an Achievement Level 4 and above experienced difficulty with varying experiences and interests in Science.

G7.B2.S1 Teachers will provide opportunities for students to engage in collaborative project based learning activities using technology in the classroom.

Action Step 1

Teachers will guide students through inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables and experimental design using technology to prepare for the Science Fair.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-Weekly Edusoft Assessments, student work samples and labs. Summative: 2014 Science FCAT 2.0 Assessment.

Facilitator:

Lavida Dorkins

Participants:

Science Teachers

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

Utilizing the FCIM, the Administrative Team and Science Department Chair will conduct classroom/ technology lab walk throughs and observations to ensure fidelity of implementation.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-Weekly Edusoft Assessments, student work samples and labs. Summative: 2014 Science FCAT 2.0 Assessment.

Plan to Monitor Effectiveness of G7.B2.S1

Utilizing the FCIM, the Administrative Team and Science Department Chair will conduct classroom/ technology lab walk throughs and observations to ensure fidelity of implementation.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft Assessments, Student journals. Summative: 2014 FCAT 2.0 Science Assessment.

G8. The results of the STEM-related experience provided for the students indicate that 20% of the students participated in project based learning activities. Our goal for the 2013-2014 school year is to increase participation and number of experiences.

G8.B1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in project based learning in STEM.

G8.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM projects (ie. Fairchild Challenge, Science Fair, Butterfly Garden).

Action Step 1

Engineering and Mathematical benchmarks will be addressed during the design portions of the project. Students will incorporate language arts, civics, mathematics, and science benchmarks throughout this project as students plan and implement a school wide makeover. Lab Equipment will be used in the Science Lab.

Person or Persons Responsible

Administrative Team, Science Department Chair, and Math Department Chair

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples, student designs

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

The Administrative Team, Science and Math Department Chair conduct classroom walk throughs and observations.

Person or Persons Responsible

Administrative Team, Science and Math Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Final projects/designs created by students

Plan to Monitor Effectiveness of G8.B1.S1

The Administrative Team, Science and Math Department Chair analyze interim data and school generated assessment data to monitor effectiveness.

Person or Persons Responsible

Administrative Team, Science and Math Department Chair

Target Dates or Schedule

Quarterly

Evidence of Completion

Designs created by students

G8.B2 In order to emphasize/engage students in the problem solving process, we need to increase the number of experiences that our students can be exposed to throughout the school year.

G8.B2.S1 Create a STEM calendar with the dates and descriptions of the STEM projects that students will be exposed to throughout the school year.

Action Step 1

Science Committee will prepare a school wide calendar with a list of STEM projects that our students can participate in throughout the year.

Person or Persons Responsible

Science Committee/Science Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: Student journals, chapter and quarterly exams to assess relevant benchmarks.
Summative: 2014 FCAT 2.0 Science and 2014 FCAT 2.0 Mathematics

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

Utilizing the FCIM, the administrative team, Science and Math Department Chair will conduct classroom walk throughs and observations to ensure that teachers are following the STEM calendar.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: Student journals, chapter and quarterly exams to assess relevant benchmarks.
Summative: 2014 FCAT 2.0 Science and 2014 FCAT 2.0 Mathematics

Plan to Monitor Effectiveness of G8.B2.S1

Utilizing the FCIM, the administrative team, Science and Math Department Chair will conduct classroom walk throughs and observations to ensure that teachers are following the STEM calendar.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: Student journals, chapter and quarterly exams to assess relevant benchmarks.
Summative: 2014 FCAT 2.0 Science and 2014 FCAT 2.0 Mathematics

G9. The results of the 2013 Civics Baseline Assessment indicate that 100% of students were nonproficient. Our goal for the 2013-2014 school year is to increase student proficiency by 70% percentage points to 70%.

G9.B1 Upon completeion of the District Baseline Assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.

G9.B1.S1 Teachers will provide opportunities for students to write to inform and to persuade while utilizing print and non-print resources to research specific issues related to government/civics; and to produce project based activities using class developed rubrics.

Action Step 1

Teachers and students interpret primary and secondary sources of information. Students utilize multimedia sources to examine opposing points of view on a variety of issues.

Person or Persons Responsible

Civics Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: Student journals, chapter and quarterly exams to assess relevant benchmarks.
Summative: 2014 EOC Civics Assessment.

Facilitator:

Sherry Magwood

Participants:

Civics Teachers

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

Utilizing the FCIM, the Administrative Team and Civics Department Chair conduct classroom walk throughs and observations to monitor implementation. Bi-weekly data will be reviewed.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: Student journals, chapter and quarterly exams to assess relevant benchmarks. Summative: 2014 EOC Civics Assessment.

Plan to Monitor Effectiveness of G9.B1.S1

Utilizing the FCIM, the Administrative Team and Civics Department Chair conduct classroom walk throughs and observations to monitor implementation. Bi-weekly data will be reviewed.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: Student journals, chapter and quarterly exams to assess relevant benchmarks. Summative: 2014 EOC Civics Assessment.

G10. Our goal for the 2013-2014 school year in monitoring the early warning systems is to increase elementary student attendance, decrease the students retained and non-proficient in Reading by the third grade and decrease the number of behavior referrals.

G10.B1 Our school recognizes that student attendance is correlated to student academic development. In monitoring the Early Warning Systems, our school will increase elementary student attendance by decreasing the number of students who missed 10 percent or more of the available instructional time.

G10.B1.S1 Maintain a clean environment throughout the school. Teach and emulate healthy choices and strategies that prevent the spreading of germs. Motivate and encourage students to attend school.

Action Step 1

Provide incentives to those students with a 100% daily attendance on a monthly basis.A reward system will be established to recognize students for perfect attendance. Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI Team. Implement a "Keep our school germ free" campaign.

Person or Persons Responsible

Administrative Team, Teachers, Counselor, School Clinic Staff, Custodial Staff

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance rosters, attendance certificates for students, "Keep our school clean" posters

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

Utilizing the FCIM, the Administrative Staff will conduct daily walk throughs to ensure that the school facility is maintained clean. School Clinic Staff will remain in close communication with administrative team and school counselor to monitor fidelity of implementation.

Person or Persons Responsible

LLT and School Clinic Staff

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance rosters, school cleanliness inspection logs

Plan to Monitor Effectiveness of G10.B1.S1

Utilizing the FCIM, the Administrators will monitor school's environment and ascertain health education and health prevention strategies are implemented throughout the school.

Person or Persons Responsible

LLT and School Health Clinic

Target Dates or Schedule

Quarterly

Evidence of Completion

Facility Cleanliness Inspection Logs, Attendance rosters

G10.B2 Our school recognizes that students' academic success is correlated to student academic development. In monitoring the Early Warning System, our school will decrease the number of elementary students that are retained in third grade.

G10.B2.S1 Increase student teacher contact hours so that students can receive academic services to improve their academic standing.

Action Step 1

Implement Saturday school intervention for students who are identified as experiencing difficulty with the third grade curriculum.

Person or Persons Responsible

Teachers, School Counselor, Interventionists

Target Dates or Schedule

ongoing

Evidence of Completion

Saturday School Attendance Rosters

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

Utilizing the FCIM, monitor intervention program for fidelity.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Saturday School Attendance Rosters

Plan to Monitor Effectiveness of G10.B2.S1

Utilizing the FCIM, monitor intervention data and progress monitoring tools to ensure improvement.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Saturday School Attendance Rosters

G10.B3 Our school recognizes that students' academic success is correlated to student academic development. In monitoring the Early Warning System, our school will decrease the number of elementary students who are not proficient in reading by third grade.

G10.B3.S1 Increase student teacher contact hours so that students can receive academic services to improve their academic standing.

Action Step 1

Implement Saturday school intervention for students who are identified as being non-proficient in reading by Third Grade.

Person or Persons Responsible

Teachers, School Counselor, Reading Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Saturday School Attendance Rosters

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Utilizing the FCIM, monitor intervention program for fidelity.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Saturday School Rosters

Plan to Monitor Effectiveness of G10.B3.S1

Utilizing the FCIM, monitor intervention data and progress monitoring tools to ensure improvement.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Saturday School Rosters, Data Reports, District Baseline and Interim Assessments

G10.B4 Our school recognizes that students' academic success is correlated to student behavior. In monitoring the Early Warning Systems, our elementary students with two or more referrals or with one or more that lead to suspension demonstrate difficulty in displaying appropriate behavior in an academic setting.

G10.B4.S1 Utilize daily incentives to promote and support positive Character Education through morning announcements.

Action Step 1

The MTSS/RtI Team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. Incentives will be provided to students that are displaying positive behavior during morning announcements. Peer mediation teams will be developed as a means of assisting with conflict resolution. A reward system will be established to recognize students for outstanding citizenship.

Person or Persons Responsible

Administrative Team, School Counselor, Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance Data: Attendance Rate 2013-2014 compared to Attendance Rate 2012-2013. Saturday School Attendance Rosters, Intervention Data Reports, District Baseline and Interim Assessments, Behavior Data, SCAM forms.

Plan to Monitor Fidelity of Implementation of G10.B4.S1

Utilizing the FCIM, the Administrative Team will monitor the incentive program for improving school wide behavior as indicated by a decrease in the amount of student referrals. Counselor will monitor the peer mediation team.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance Data: Attendance Rate 2013-2014 compared to Attendance Rate 2012-2013. Saturday School Attendance Rosters, Intervention Data Reports, District Baseline and Interim Assessments, Behavior Data, SCAM forms.

Plan to Monitor Effectiveness of G10.B4.S1

Utilizing the FCIM, the Administrative Team will monitor the incentive program for improving school wide behavior as indicated by a decrease in the amount of student referrals. Counselor will monitor the peer mediation team.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance Data: Attendance Rate 2013-2014 compared to Attendance Rate 2012-2013. Saturday School Attendance Rosters, Intervention Data Reports, District Baseline and Interim Assessments, Behavior Data, SCAM forms.

G11. Our goal for this school year is to decrease the amount of middle school students failing courses, decrease the number of students who miss 10% or more of instruction, and decrease the amount of students that receive one or more behavior referrals.

G11.B1 Our school recognizes that student academic development is correlated with providing differentiated and small group instruction. Our middle school students need more instructional time in small group settings in order to improve their academic level.

G11.B1.S1 Implement Saturday school intervention for students who are identified as being non-proficient in Mathematics or an English Language Arts course. Students will also be enrolled in course recovery classes.

Action Step 1

Provide tutorial programs, small group intervention, and Saturday school for struggling students to address their academic needs. Students will be enrolled in course recovery classes. Student incentives will be provided to those attending Saturday school and to the students demonstrating improvement.

Person or Persons Responsible

Counselor, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Saturday School rosters, data reports from small group intervention

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

Utilizing the FCIM, monitor intervention small group instruction by conducting walk throughs. Progress of course recovery classes will also be monitored for fidelity.

Person or Persons Responsible

Administrative Team, Counselor

Target Dates or Schedule

ongoing

Evidence of Completion

Data reports from small group instruction, Saturday School attendance rosters

Plan to Monitor Effectiveness of G11.B1.S1

Utilizing the FCIM, monitor intervention data and progress monitoring tools to ensure improvement.

Person or Persons Responsible

Administrative Team, Counselor, Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Intervention data, interim assessments

G11.B2 Our school recognizes that student attendance is correlated to student academic development. In monitoring the Early Warning Systems, our school will increase middle school student attendance by decreasing the number of students who missed 10 percent or more of the available instructional time.

G11.B2.S1 Maintain a clean environment throughout the school. Teach and emulate healthy choices and strategies that prevent the spreading of germs. Motivate and encourage students to attend school.

Action Step 1

Provide incentives to those students with a 100% daily attendance on a monthly basis. A reward system will be established to recognize students for perfect attendance. Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI Team. Implement a "Keep our school germ free" campaign.

Person or Persons Responsible

Administrative Team, Teachers, Counselor, School Clinic Staff, Custodial Staff

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance rosters, attendance certificates for students, "Keep our school clean" posters

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Utilizing the FCIM, the Administrative Staff will conduct daily walk throughs to ensure that the school facility is maintained clean. School Clinic Staff will remain in close communication with administrative team and school counselor to monitor fidelity of implementation.

Person or Persons Responsible

Administrators and School Clinic Staff

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance rosters, school cleanliness, inspection logs

Plan to Monitor Effectiveness of G11.B2.S1

Utilizing the FCIM, the Administrators will monitor school's environment and ascertain health education and health prevention strategies are implemented throughout the school.

Person or Persons Responsible

Administrators and School Clinic Staff

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance rosters, school cleanliness, inspection logs

G11.B3 Our school recognizes that students' academic success is correlated to student behavior. In monitoring the Early Warning Systems, our middle school students with two or more referrals or with one or more that lead to suspension demonstrate difficulty in displaying appropriate behavior in an academic setting.

G11.B3.S1 Utilize daily incentives to promote and support positive Character Education through morning announcements.

Action Step 1

The MTSS/RtI Team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. Incentives will be provided to students that are displaying positive behavior during morning announcements. Peer mediation teams will be developed as a means of assisting with conflict resolution. A reward system will be established to recognize students for outstanding citizenship.

Person or Persons Responsible

Administrative Team, School Counselor, Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance Data: Attendance Rate 2013-2014 compared to Attendance Rate 2012-2013. Saturday School Attendance Rosters, Intervention Data Reports, District Baseline and Interim Assessments, Behavior Data, SCAM forms.

Plan to Monitor Fidelity of Implementation of G11.B3.S1

Utilizing the FCIM, the Administrative Team will monitor the incentive program for improving school wide behavior as indicated by a decrease in the amount of student referrals. Counselor will monitor the peer mediation team.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance Data: Attendance Rate 2013-2014 compared to Attendance Rate 2012-2013. Saturday School Attendance Rosters, Intervention Data Reports, District Baseline and Interim Assessments, Behavior Data, SCAM forms.

Plan to Monitor Effectiveness of G11.B3.S1

Utilizing the FCIM, the Administrative Team will monitor the incentive program for improving school wide behavior as indicated by a decrease in the amount of student referrals. Counselor will monitor the peer mediation team.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance Data: Attendance Rate 2013-2014 compared to Attendance Rate 2012-2013. Saturday School Attendance Rosters, Intervention Data Reports, District Baseline and Interim Assessments, Behavior Data, SCAM forms.

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 I, Part A

Lillie C. Evans K-8 Center provides services to ensure that students requiring additional remediation are assisted through tutorial programs during non-school hours. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title 1 CHESS and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education at Lillie C. Evans K-8 Center as follows:
• training for add-on endorsement programs, such as Reading, Gifted, and ESOL
• training and substitute release time for Professional Development Liaisons (PDL) focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Lillie C. Evans provides services through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners as follows:
• Tutorial Programs K-8
• Parent outreach activities K-8
• Professional development on best practices for ESOL and content area teachers, coaching and mentoring for ESOL, and content area Teachers (K-8) reading and supplementary instructional materials K-8.

Title VI, Part B - N/A

Title X- Homeless - N/A

Supplemental Academic Instruction (SAI)

Lillie C. Evans K-8 Center will receive funding from supplemental academic instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Lillie C. Evans K-8 Center provides an anti-drug / anti-violence through the District's DARE Program. Additionally, the school's student service department will continue the Character Education Presentations and the anti-bullying campaign.

Nutrition Programs

Lillie C. Evans K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy as well as:Nutrition education, as per state statute, is taught through physical education;

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.

Housing Programs - N/A

Head Start

Head Start programs at Lillie C. Evans K-8 Center are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education-N/A

Career and Technical Education-N/A

Job Training

Lillie C. Evans K-8 Center involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Lillie C. Evans K-8 Center increases parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Lillie C. Evans Elementary School conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Lillie C. Evans K-8 Center will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Other

Health Connect in our schools (HCiOS) offers a coordinated level of school based health care which integrates education, medical and / or social and human services on school grounds. Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent / guardian cannot afford the exams or the lenses.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading test indicate that 40% of all students scored at or above Achievement Level 3. Our goal for the 2013 – 2014 school year is to increase student proficiency by 14% percentage points to 54%.

G1.B1 According to the results of the FCAT 2.0 Reading, the area of deficiency for the Black and Hispanic Subgroup was Reporting Category 3 Literary Analysis/Fiction/Non-Fiction.

G1.B1.S1 Provide students with the opportunity to observe similarities and differences between characters, theme, conflicts, plots, and outcomes.

PD Opportunity 1

Teacher will utilize Spotlight Paired Passages to make connections across characters, themes, and topics to improve literary analysis.

Facilitator

Maria Lacamoire

Participants

Reading Teachers -School Wide

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples will be submitted and monitored by the Reading Leader

G1.B2 According to the results of the FCAT 2.0 Reading, the area of deficiency for Students with Disabilities and Economically Disadvantaged Subgroups was Reporting Category 1 Vocabulary.

G1.B2.S1 Provide students with the opportunity to increase their knowledge of familiar base words and affixes (prefixes and suffixes) and the ability to determine meanings of unfamiliar complex words.

PD Opportunity 1

Teachers will utilize Elements of Vocabulary during the reading block to enhance students vocabulary knowledge and skills.

Facilitator

Maria Lacamoire

Participants

Reading Teachers - School Wide

Target Dates or Schedule

ongoing

Evidence of Completion

Student assessment data will be submitted and monitored by the Administrative Team

G1.B2.S2 Utilize grade level appropriate text to determine meaning of phrases and expressions paying special attention to familiar roots and affixes derived from Greek and Latin. Students will analyze sentence and word context to determine meaning.

PD Opportunity 1

Teachers will utilize dynamic vocabulary instructional strategies such as: word walls, vocabulary word maps, and affix and root word activities to derive word meanings and word relationships from context.

Facilitator

Maria Lacamoire

Participants

Reading Teachers- School Wide

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples will be submitted and monitored by the Administrative Team

G1.B3 According to the results of the FCAT 2.0 Reading, the area of deficiency for students that scored at Achievment Level 3 was Reporting Category 2 Reading Application.

G1.B3.S1 Provide students with the opportunity to identify main idea stated or implied. Utilize grade-level appropriate text where main idea may be stated or implied and embedded within text.

PD Opportunity 1

Teachers will use graphic organizers such as note, mapping and summary statements to help students determine the main idea/essential message.

Facilitator

Yvette Thompson

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples will be submitted to the facilitator.

G1.B4 According to the results of the 2013 FCAT 2.0 Reading,the area of deficiency of the students that scored at or above Achievement Level 4 was Reporting Category 3, Figurative Language, Character Development and Theme.

G1.B4.S1 Provide the students with the opportunity to observe similarities and differences between characters, themes, conflicts, plots and outcomes.

PD Opportunity 1

Students will utilize poetry to practice identifying descriptive language that defines moods and provides imagery. Students will close read to note how authors use figurative language such as similes, metaphors, and personification.

Facilitator

Michelle Toral

Participants

Reading/ Language Arts Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, FAIR, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Assessment.

G1.B5 According to the results of the FCAT 2.0 Reading, the area of deficiency of the students that achieved learning gains was Reporting Category 2 Reading Application.

G1.B5.S1 Provide students with the opportunity to identify main idea stated or implied.

PD Opportunity 1

Teachers will use graphic organizers such as note, mapping and summary statements to determine the main idea/ essential message. Teachers will receive professional development in order to be better prepared to use graphic organizers to teach these concepts.

Facilitator

Yvette Thompson

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and school site generated assessments, targeting benchmarks submitted to PD facilitator.

PD Opportunity 2

Teachers will use graphic organizers such as note, mapping and summary statements to determine the main idea/ essential message.

Facilitator

Yvette Thompson

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and school site generated assessments, targeting benchmarks submitted to PD facilitator.

G2. The results of the 2013 FCAT Writing indicate that 49% of the students scored at or above a 3.5 or higher. Our goal for the 2013- 2014 school year is to increase the amount students scoring at or above a 3.5 from 49% to 54%.

G2.B1 According to the results of the FCAT 2.0 Writing, the area of deficiency for Grade 4 students that scored 3.5 and above was vocabulary to convey "voice."

G2.B1.S1 Utilize teacher/student and peer to peer conferencing during the writing block to debrief and target areas in need of improvement. In addition, conduct mini-lessons to enhance and create a descriptive word bank.

PD Opportunity 1

Teachers will use sensory charts, words from word jars and word walls to enhance vocabulary in writing.

Facilitator

Georgia Little

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student writing samples and interim assessments

G2.B2 According to the results of the FCAT 2.0 Writing, the area of deficiency for Grade 8 students that scored 3.5 and above was that students lack the ability to establish and develop a controlling idea and provide support/evidence for their argument.

G2.B2.S1 Utilize the writing block to assist students in developing a topic with relevant details and well chosen facts that support their argument or claim.

PD Opportunity 1

Teachers will use poetry, print and media advertisements, editorials, and speeches as examples of evaluating and analyzing persuasive techniques with their students to support claims and/or arguments.

Facilitator

Georgia Little

Participants

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Weekly student writing samples submitted to PD facilitator

G3. The results of the 2013 FCAT 2.0 Mathematics test indicate that 50% of all students scored at or above Achievement Level 3. Our goal for the 2013 – 2014 school year is to increase student proficiency by 26% percentage points to 76%.

G3.B2 According to the results of the FCAT 2.0 Mathematics Test, students in the Students with Disabilites and Economically Disadvantaged Subgroups experienced difficulty in Geometry and Measurement.

G3.B2.S1 Utilize hands-on activities to investigate strategies and determine the surface area, volume, and measurement of various shapes and objects.

PD Opportunity 1

Teachers will use manipulatives to assist students as they apply the correct formulas in order to determine the area of a figure or region, and provides opportunities for students to identify benchmark angles of 45 degrees, 90 degrees, 180 degrees, and 360 degrees; and classify them as acute, obtuse, right, and straight angles.

Facilitator

Anthal Jean

Participants

Mathematics Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment

G3.B6 According to the results of the FCAT 2.0 Mathematics Test, students that achieved learning gains in the lowest 25% experienced difficulty in Geometry and Measurement.

G3.B6.S1 Utilize hands-on activities to investigate strategies and determine the surface area, volume, and measurement of various shapes and objects.

PD Opportunity 1

Teachers will use manipulatives during classroom instruction to assist students as they learn to apply the correct formula in order to determine the area of a figure or region, and identify benchmark angles of 45 degrees, 90 degrees, 180 degrees, and 360 degrees; and classify them as acute, obtuse, right, and straight angles.

Facilitator

Oscar Julien

Participants

Mathematics Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-weekly Edusoft assessments, student work samples. Summative: 2014 FCAT 2.0 Mathematics Assessment.

G4. The results of the 2013 EOC Assessments indicate that 100% of the students participated and performed in the exam. Our goal for the 2013 – 2014 school year is to maintain middle school participation and performance at 100%.

G4.B2 According to the results of the 2013 Algebra I EOC, students need increased experience with technology, specifically, reading problems on the screen, working them out on paper, and then recording the answer on the computer in order to improve performance.

G4.B2.S1 Teachers will provide continuous opportunities for student to solve multistep equations and to develop strategies for identifying operations in different types of real world problem using technology.

PD Opportunity 1

Teachers develop a bank of problems for students to complete on the computer and develop a format to help students plan and solve the problems on paper to help transition into the technology testing age. Students use scientific calculators to calculate responses.

Facilitator

Oscar Julien

Participants

Mathematics Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments. Summative: 2014 FCAT 2.0 Assessment, 2014 Algebra EOC Assessment

PD Opportunity 2

Teachers develop a bank of problems for students to complete on the computer and develop a format to help students plan and solve the problems on paper to help transition into the technology testing age. Students use scientific calculators to calculate responses.

Facilitator

Oscar Julien

Participants

Mathematics Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments. Summative: 2014 FCAT 2.0 Assessment, 2014 Algebra EOC Assessment

G5. The results of the 2013 Algebra EOC exam indicate that 50% of the students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to maintain at or above Achievement Level 3 student proficiency at 50%.

G5.B1 According to the results of the 2013 Algebra I EOC, students that scored an Acheivement Level 3 experienced difficulty in solving multistep equations, especially identifying the correct operation for each step. According to the 2013 Algebra EOC, students had difficulty with Functions, Linear Equations, and Inequalities.

G5.B1.S1 Students need additional opportunities to solve multistep equations and to develop strategies for identifying operations in different types of real-world problems.

PD Opportunity 1

Algebra Teacher will identify and provide multiple examples of real-world, multistep problems and provide scaffolding support to students as needed. Teacher will analyze data reports for effectiveness and progress.

Facilitator

Oscar Julien

Participants

Mathematics Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Review of Student data reports during grade level meetings

G6. The results of the 2013 FCAT 2.0 Science test indicate that 46% of the 5th Grade students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 6% percentage points to 52%.

G6.B1 According to the results of the 2013 Science FCAT 2.0, students in grade 5 that scored at Level 3 Achievement had the most difficulty with the Nature of Science.

G6.B1.S1 Teachers will provide classroom opportunities for students to increase their scientific thinking based on evidence and reasoning while conducting science labs.

PD Opportunity 1

Guide students through inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables and experimental design to prepare students for the Science Fair.

Facilitator

Lavida Dorkins and Candice Wilson

Participants

Science Teachers

Target Dates or Schedule

February 12, 2014

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-Weekly Edusoft Assessments, student work samples and labs. Summative: 2014 Science FCAT 2.0 Assessment.

G7. The results of the 2013 FCAT 2.0 Science test indicate that 24% of the 8th grade students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 7% percentage points to 31%.

G7.B1 According to the results of the 2013 Science FCAT 2.0, students in grade 8 that scored an Achievment Level 3 had the most difficulty with the Physical Science.

G7.B1.S1 Teachers will provide classroom opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypothesis, data analysis, explanation of variables, and experimental design to prepare students for the Science Fair.

PD Opportunity 1

Guide students through inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables and experimental design to prepare students for the Science Fair.

Facilitator

Lavida Dorkins and Candice Wilson

Participants

Science Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-Weekly Edusoft Assessments, student work samples and labs. Summative: 2014 Science FCAT 2.0 Assessment.

G7.B2 According to the results of the 2013 Science FCAT 2.0, students in grade 8 that scored an Achievement Level 4 and above experienced difficulty with varying experiences and interests in Science.

G7.B2.S1 Teachers will provide opportunities for students to engage in collaborative project based learning activities using technology in the classroom.

PD Opportunity 1

Teachers will guide students through inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables and experimental design using technology to prepare for the Science Fair.

Facilitator

Lavida Dorkins

Participants

Science Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: District Baseline and Interim Assessments, Tri-Weekly Edusoft Assessments, student work samples and labs. Summative: 2014 Science FCAT 2.0 Assessment.

G9. The results of the 2013 Civics Baseline Assessment indicate that 100% of students were nonproficient. Our goal for the 2013-2014 school year is to increase student proficiency by 70% percentage points to 70%.

G9.B1 Upon completeion of the District Baseline Assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.

G9.B1.S1 Teachers will provide opportunities for students to write to inform and to persuade while utilizing print and non-print resources to research specific issues related to government/civics; and to produce project based activities using class developed rubrics.

PD Opportunity 1

Teachers and students interpret primary and secondary sources of information. Students utilize multimedia sources to examine opposing points of view on a variety of issues.

Facilitator

Sherry Magwood

Participants

Civics Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: Student journals, chapter and quarterly exams to assess relevant benchmarks. Summative: 2014 EOC Civics Assessment.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading test indicate that 40% of all students scored at or above Achievement Level 3. Our goal for the 2013 – 2014 school year is to increase student proficiency by 14% percentage points to 54%.	$2,842
G2.	The results of the 2013 FCAT Writing indicate that 49% of the students scored at or above a 3.5 or higher. Our goal for the 2013- 2014 school year is to increase the amount students scoring at or above a 3.5 from 49% to 54%.	$1,100
G3.	The results of the 2013 FCAT 2.0 Mathematics test indicate that 50% of all students scored at or above Achievement Level 3. Our goal for the 2013 – 2014 school year is to increase student proficiency by 26% percentage points to 76%.	$3,500
G8.	The results of the STEM-related experience provided for the students indicate that 20% of the students participated in project based learning activities. Our goal for the 2013-2014 school year is to increase participation and number of experiences.	$1,000
G9.	The results of the 2013 Civics Baseline Assessment indicate that 100% of students were nonproficient. Our goal for the 2013-2014 school year is to increase student proficiency by 70% percentage points to 70%.	$500
G10.	Our goal for the 2013-2014 school year in monitoring the early warning systems is to increase elementary student attendance, decrease the students retained and non-proficient in Reading by the third grade and decrease the number of behavior referrals.	$500
G11.	Our goal for this school year is to decrease the amount of middle school students failing courses, decrease the number of students who miss 10% or more of instruction, and decrease the amount of students that receive one or more behavior referrals.	$500
	Total	$9,942

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Other	Total
Title I	$6,342	$100	$0	$6,442
EESAC	$0	$1,000	$1,000	$2,000
PTA	$0	$0	$1,500	$1,500
Total	$6,342	$1,100	$2,500	$9,942

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading test indicate that 40% of all students scored at or above Achievement Level 3. Our goal for the 2013 – 2014 school year is to increase student proficiency by 14% percentage points to 54%.

G1.B4 According to the results of the 2013 FCAT 2.0 Reading,the area of deficiency of the students that scored at or above Achievement Level 4 was Reporting Category 3, Figurative Language, Character Development and Theme.

G1.B4.S1 Provide the students with the opportunity to observe similarities and differences between characters, themes, conflicts, plots and outcomes.

Action Step 1

Students will utilize poetry to practice identifying descriptive language that defines moods and provides imagery. Students will close read to note how authors use figurative language such as similes, metaphors, and personification.

Resource Type

Evidence-Based Program

Resource

Accelerated Reader

Funding Source

Title I

Amount Needed

$2,842

G2. The results of the 2013 FCAT Writing indicate that 49% of the students scored at or above a 3.5 or higher. Our goal for the 2013- 2014 school year is to increase the amount students scoring at or above a 3.5 from 49% to 54%.

G2.B1 According to the results of the FCAT 2.0 Writing, the area of deficiency for Grade 4 students that scored 3.5 and above was vocabulary to convey "voice."

G2.B1.S1 Utilize teacher/student and peer to peer conferencing during the writing block to debrief and target areas in need of improvement. In addition, conduct mini-lessons to enhance and create a descriptive word bank.

Action Step 1

Teachers will use sensory charts, words from word jars and word walls to enhance vocabulary in writing.

Resource Type

Technology

Resource

Media Center improvements/Equipment

Funding Source

EESAC

Amount Needed

$1,000

G2.B2 According to the results of the FCAT 2.0 Writing, the area of deficiency for Grade 8 students that scored 3.5 and above was that students lack the ability to establish and develop a controlling idea and provide support/evidence for their argument.

G2.B2.S1 Utilize the writing block to assist students in developing a topic with relevant details and well chosen facts that support their argument or claim.

Action Step 1

Teachers will use poetry, print and media advertisements, editorials, and speeches as examples of evaluating and analyzing persuasive techniques with their students to support claims and/or arguments.

Resource Type

Technology

Resource

Power Ed Writing

Funding Source

Title I

Amount Needed

$100

G3. The results of the 2013 FCAT 2.0 Mathematics test indicate that 50% of all students scored at or above Achievement Level 3. Our goal for the 2013 – 2014 school year is to increase student proficiency by 26% percentage points to 76%.

G3.B6 According to the results of the FCAT 2.0 Mathematics Test, students that achieved learning gains in the lowest 25% experienced difficulty in Geometry and Measurement.

G3.B6.S1 Utilize hands-on activities to investigate strategies and determine the surface area, volume, and measurement of various shapes and objects.

Action Step 1

Teachers will use manipulatives during classroom instruction to assist students as they learn to apply the correct formula in order to determine the area of a figure or region, and identify benchmark angles of 45 degrees, 90 degrees, 180 degrees, and 360 degrees; and classify them as acute, obtuse, right, and straight angles.

Resource Type

Evidence-Based Program

Resource

VMathLive

Funding Source

Title I

Amount Needed

$3,500

G8. The results of the STEM-related experience provided for the students indicate that 20% of the students participated in project based learning activities. Our goal for the 2013-2014 school year is to increase participation and number of experiences.

G8.B1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in project based learning in STEM.

G8.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM projects (ie. Fairchild Challenge, Science Fair, Butterfly Garden).

Action Step 1

Engineering and Mathematical benchmarks will be addressed during the design portions of the project. Students will incorporate language arts, civics, mathematics, and science benchmarks throughout this project as students plan and implement a school wide makeover. Lab Equipment will be used in the Science Lab.

Resource Type

Other

Resource

Media Center Improvements/Equipment and Science Lab Equipment

Funding Source

PTA

Amount Needed

$1,000

G9. The results of the 2013 Civics Baseline Assessment indicate that 100% of students were nonproficient. Our goal for the 2013-2014 school year is to increase student proficiency by 70% percentage points to 70%.

G9.B1 Upon completeion of the District Baseline Assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area.

G9.B1.S1 Teachers will provide opportunities for students to write to inform and to persuade while utilizing print and non-print resources to research specific issues related to government/civics; and to produce project based activities using class developed rubrics.

Action Step 1

Teachers and students interpret primary and secondary sources of information. Students utilize multimedia sources to examine opposing points of view on a variety of issues.

Resource Type

Other

Resource

Visual Aids - Civics

Funding Source

PTA

Amount Needed

$500

G10. Our goal for the 2013-2014 school year in monitoring the early warning systems is to increase elementary student attendance, decrease the students retained and non-proficient in Reading by the third grade and decrease the number of behavior referrals.

G10.B1 Our school recognizes that student attendance is correlated to student academic development. In monitoring the Early Warning Systems, our school will increase elementary student attendance by decreasing the number of students who missed 10 percent or more of the available instructional time.

G10.B1.S1 Maintain a clean environment throughout the school. Teach and emulate healthy choices and strategies that prevent the spreading of germs. Motivate and encourage students to attend school.

Action Step 1

Provide incentives to those students with a 100% daily attendance on a monthly basis.A reward system will be established to recognize students for perfect attendance. Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI Team. Implement a "Keep our school germ free" campaign.

Resource Type

Other

Resource

Student Incentives (Trophies)- Attendance and Behavior/Promotional Exercises

Funding Source

EESAC

Amount Needed

$500

G11. Our goal for this school year is to decrease the amount of middle school students failing courses, decrease the number of students who miss 10% or more of instruction, and decrease the amount of students that receive one or more behavior referrals.

G11.B1 Our school recognizes that student academic development is correlated with providing differentiated and small group instruction. Our middle school students need more instructional time in small group settings in order to improve their academic level.

G11.B1.S1 Implement Saturday school intervention for students who are identified as being non-proficient in Mathematics or an English Language Arts course. Students will also be enrolled in course recovery classes.

Action Step 1

Provide tutorial programs, small group intervention, and Saturday school for struggling students to address their academic needs. Students will be enrolled in course recovery classes. Student incentives will be provided to those attending Saturday school and to the students demonstrating improvement.

Resource Type

Other

Resource

Replenish and replace existing headphones - computer lab

Funding Source

EESAC

Amount Needed

$500