Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Coconut Palm K 8 Academy

24400 SW 124TH AVE

Homestead, FL 33032

305-257-0500

http://coconutpalm.dadeschools.net

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Combination School	Yes	94%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	98%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
D	C	C	B	C

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Coconut Palm K 8 Academy

Principal

Dr. Carmen Jones-Carey

School Advisory Council chair

Valerie Morris

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

Name	Title
Carmen Jones-Carey	Principal
Celethia Passmore	Alternate Principal
Monica Toomer	UTD Steward
Crisceli Acosta	Teacher
Kelvin Watson	Teacher
Ma.Juliet Falk	Teacher
Valerie Morris	ESSAC Chairperson
Ana LaChapelle	Teacher
Jeanette Martinez	Alternate Teacher
Vivan Burns	Teacher
Fitzgerald Lloyd	Educational Support Employee
Elijah Dingle	Alternate Educational Support
Maria Bicera	Parent
Sabrina Malott	Parent
De Anne Hewlett	Parent
Shanasica Haupt	Parent
Howard Hommer	Alternate Parent
Brayan Dulzaides	Student
Derruis Howse	Alternate Student
Martha Garcia	Business Community Rep
Terri Wong	Business Community Rep
Tom Brott	Business Community Rep
Maria Gonzalez	Business Community Rep

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

Carmen Jones-Carey Principal
Celethia Passmore Principal Alternate
Monica Toomer Principal UTD Steward
Crisceli Acosta Teacher
Kelvin Watson Teacher
Ma.Juliet Falk Teacher
Valerie Morris ESSAC Chairperson
Ana LaChapelle Alternate Teacher
Jeanette Martinez Teacher
Vivan Burns Teacher
Fitzgerald Lloyd Educational Support Employee
Elijah Dingle Alternate Educational Support Parent
Maria Bicera Business Community Rep
Sabrina Malott Parent
De Anne Hewlett Parent
Shanasica Haupt Parent Alternate Parent
Howard Hommer Parent
Brayan Dulzaides Student
Derruis Howse Alternate Student
Martha Garcia Business Community Rep
Terri Wong Business Community Rep
Tom Brott Business Community Rep
Maria Gonzalez Business Community Rep

Involvement of the SAC in the development of the SIP

The 2013-2014 SAC involvement included the following:
1. Team members shared school improvement ideas with fellow colleagues in the same grade level.
2. Provided valuable input for student achievement and bi-weekly assessments.
3. Provided feedback to the SIP Writing Team.

Activities of the SAC for the upcoming school year

1. EESAC will develop, implement and review the School Improvement Plan (SIP)
2. Funds will be allocated to support academic success, via incentives for FCAT and Common Core achievement and Bi-weekly success and adherence to PBS norms
3. Provide supplies and materials to support Project-Based Learning and school-wide implementation of the schools magnet programs.

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

Student incentives $1000.00
Saturday school $1500.00

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

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Carmen Jones-Carey

Principal	Years as Administrator: 10	Years at Current School: 1

Credentials	English Educational Leadership
Performance Record	School Grades '13 '12 '11 '10 '09 School Grades D C C C C AMO High Stand.-RDG 41 41 50 45 44 High Stand.-Math 35 39 51 44 42 LG-RDG 61 63 60 59 61 LG-Math 55 56 68 61 65 Gains R-25 57 70 64 66 79 Gains M-25 57 60 73 68 72

Michele Bush		
Asst Principal	Years as Administrator: 9	Years at Current School: 6

Credentials	Degree(s) BS, Math MS, Computer Ed ED Leadership Endorsed Certification(s) Computer Science, ED Leadership
Performance Record	School Grades '13 '12 '11 '10 '09 3621 School Grades C C B C D AMO N N N N N High Stand. RDG 43 43 56 54 48 High Stand.-Math 55 54 66 65 47 LG-RDG 63 66 61 60 56 LG-Math 63 70 66 69 51 Gains R-25 70 68 66 60 60 Gains M-25 71 73 73 67 66

Celethia Passmore		
Asst Principal	Years as Administrator:	Years at Current School:

Credentials	Degree(s) BS, Elem ED K-6 MS, Reading K-12 EdS, ED Leadership ESOL Endorsed Certification(s) Elem ED, Reading, ESOL, ED Leadership
Performance Record	School Grades '13 '12 '11 '10 '09 3621 School Grades C C B C D AMO N N N N N High Stand. RDG 43 43 56 54 48 High Stand.-Math 55 54 66 65 47 LG-RDG 63 66 61 60 56 LG-Math 63 70 66 69 51 Gains R-25 70 68 66 60 60 Gains M-25 71 73 73 67 66

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Valerie Morris

Full-time / School-based	Years as Coach: 6	Years at Current School: 5

Areas	Science
Credentials	BS, BUS Management MS, Math ED EdS, Math ED Bookkeeping, Mathematics 5-9 Mathematics 6-12
Performance Record	School Grades '13 '12 '11 '10 '09 3621 3621 3621 3621 3621 School Grades C C B C D AMO N N N N N High Stand. RDG 43 43 56 54 48 High Stand.-Math 55 54 66 65 47 LG-RDG 63 66 61 60 56 LG-Math 63 70 66 69 51 Gains R-25 70 68 66 60 60 Gains M-25 71 73 73 67 66

Latonya Nairn-Shackelford

Full-time / School-based	Years as Coach: 8	Years at Current School: 5

Areas	Reading/Literacy
Credentials	BA, Sociology MS, Elem ED K-6 EdS, Reading K-12 ESOL Endorsed Elementary ED, Reading, ESOL
Performance Record	School Grades '13 '12 '11 '10 '09 3621 3621 3621 3621 3621 School Grades C C B C D AMO N N N N N High Stand. RDG 43 43 56 54 48 High Stand.-Math 55 54 66 65 47 LG-RDG 63 66 61 60 56 LG-Math 63 70 66 69 51 Gains R-25 70 68 66 60 60 Gains M-25 71 73 73 67 66

Magali Herrera		
Full-time / School-based	Years as Coach: 8	Years at Current School: 5

Areas	Mathematics
Credentials	BA, Elem ED K-6 MS, Reading K- 12 Elem ED, ESOL
Performance Record	School Grades '13 '12 '11 '10 '09 3621 3621 3621 3621 3621 School Grades C C B C D AMO N N N N N High Stand. RDG 43 43 56 54 48 High Stand.-Math 55 54 66 65 47 LG-RDG 63 66 61 60 56 LG-Math 63 70 66 69 51 Gains R-25 70 68 66 60 60 Gains M-25 71 73 73 67 66

Classroom Teachers

# of classroom teachers
83

 # receiving effective rating or higher
70, 84%

 # Highly Qualified Teachers
51%

 # certified in-field
75, 90%

 # ESOL endorsed
51, 61%

 # reading endorsed
10, 12%

 # with advanced degrees
38, 46%

 # National Board Certified
1, 1%

 # first-year teachers
2, 2%

 # with 1-5 years of experience
25, 30%

 # with 6-14 years of experience
41, 49%

 # with 15 or more years of experience
15, 18%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
0, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

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

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

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

1. Conduct interviews in order to recruit teachers of highly qualified status.
2. Provide modeling, coaching and professional development in order to retain highly qualified teachers.
3. Attend and host recruitment fairs.
4. Provide time for ongoing collaboration.

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The pairing is exclusively designed to provide new teachers with effective teachers. All new teachers and teachers with 4 years or less teaching experience are paired with an effective teacher for support and professional growth.
All first year and second year teachers have been paired with a MINT Mentor and/or a buddy teacher. The school utilizes with district plan to ensure that teachers are paired with an experienced teacher for retention and professional growth.
Beginning Teacher New Assigned Mentor
Vanessa Quintana Latonya Nairn-Shackelford
Rebecca Roth Joanne Mulligan-Mislow
Natalia Garcia-Blanco Latonya Nairn-Shackelford
Lakesha Walters Joanne Mulligan-Mislow
Second Year Teachers Buddy Teacher
David Amado Valerie Morris
Janelle Vargas Janet Cortright
Lianna Cabrera Charnita Shipp
Angel Pedraza Tamu Calhoun

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

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

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional wellbeing, and prevention of student failure through early intervention.
1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
• Team members who will meet to review consensus, infrastructure, and implementation of building level. The teachers are required to submitted weekly reports from Success Maker Reading and Math to the elementary counselor. All reports are kept in the office with the counselor and the team meets monthly to discuss the needed problem solving effectiveness.
Community stakeholders MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
• The Tier 1 of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The Tier 2 of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• The Tier 3 of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement

or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

TEAM Members:

The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

Celethia Passmore, Assistant Principal

Sylvia Ruperto, Magnet Lead Teacher and LEA

Yudelkis Gitman, Elementary Counselor and FAB Coordinator

Alicia Jackson-Harris, School Psychologist

Latasha James, School Social Worker

Elsie Wasserman, District Support

Latonya Nairn-Shackelford

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

4. The leadership team will consider data the end of year Tier 1 problem solving

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

Managed data will include:

Academic

• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory

• Oral Reading Fluency Measures

• Voyager Checkpoints

• Voyager Benchmark Assessments

• Baseline Benchmark Assessments

• Success Maker Utilization and Progress Reports

• Interim assessments

• State/Local Math and Science assessments

• FCAT

• Student grades

• School site specific assessments

Behavior

• Student Case Management System

• Detentions

• Suspensions/expulsions

• Referrals by student behavior, staff behavior, and administrative context

- Office referrals per day per month
- Team climate surveys
- Attendance
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Attendance
- Rtl-DB (from Positive Behavior Plan)
- Implementation of the Positive Behavior Support (PBS) Action Plan

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

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS/RTI_Book_ImplComp_012612.pdf, but not limited to the following:
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/RTI framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 3,600

Students will participate in small-group tutorials after school to provide remediation specific core subject areas deficiencies.
Students will use Success Maker Reading and Math to support the weaknesses of foundational skills.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students are tested on a bi-weekly basis to ensure mastery. Data from district interim assessments are used to provide a second data point to ensure the effectiveness of the implementation and student outcomes.

Who is responsible for monitoring implementation of this strategy?

Ms. Bush, Assistant Principal
Ms. Passmore, Assistant Principal

Strategy: Weekend Program

Minutes added to school year: 300

Saturday School is a learning program that operates in conjunction with a traditional weekday setting. The program, as the name implies, is structured to operate on Saturday rather than taking place after regular school hours during the week.There are two common applications for a Saturday School platform intervention and enrichment. The Enrichment components of the program are configured to compliment the areas of study that are appropriate for each grade, but provide a degree of challenge that is above the standard curriculum.

A second application of the Saturday School program has to do with helping students who are experiencing trouble with classes during the week. Within this setting, students who have missed a great deal of instruction due to illness have the chance to catch up with their peers by attending make up sessions on Saturdays. At the same time, students who are having difficulty assimilating information during the week have the opportunity to receive instruction from different teachers through the program, and hopefully begin to relate to the subject matter encountered during the week.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Students are tested on a bi-weekly basis to ensure mastery. Data from district interim assessments are used to provide a second data point to ensure the effectiveness of the implementation and student outcomes.

Who is responsible for monitoring implementation of this strategy?

Ms. Bush, Assistant Principal
Ms. Passmore, Assistant Principal

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Carmen Jones-Carey	Principal
Celethia Passmore	Assistant Principal
Michele Bush	Assistant Principal
Latonya Nairn-Shackelford	Reading Coach
Marva Branch	Middle School Reading Teacher
Monica Toomer	Media Specialist
Valerie Morris	Science Coach
Magali Herrera	Math Coach
Crislei Acosta	Kindergarten Teacher
Tamu Calhoun	First Grade Teacher
Charnita Shipp	Second Grade Teacher
Christy Engler	Third Grade Teacher

Name	Title
Tascha Rouse	Fourth Grade Teacher
Caroline Valdez	Fifth Grade Teacher
Joanne Mulligan	SPED Teacher

How the school-based LLT functions

The school based LLT will identify needs, build support, meet bi-weekly with active participation, report progress regularly and hold culmination meetings.

The team will also deliberate on issues and common areas of concern in the areas of instructional delivery, student performance, classroom management, etc.., as evidenced by administrators' and resource teachers' observations and student performance data.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, recommending supplemental materials, monitoring teacher data, and conducting meetings with teachers to ensure that the Instructional Focus Calendar (IFC) is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation. Furthermore, teachers who are struggling with the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful.

Grade levels will meet on a weekly basis to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans and focus lessons will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery. The meetings will be facilitated by the department chairperson. A teacher will be designated to record notes from the meeting and submit them to the administrative staff.

Major initiatives of the LLT

3.1-Gather knowledge about literacy and resources, facilitate workshops, organize study groups, initiate action research, and examine student artifacts.

3.2-As a result of progress monitoring (class work assignments and assessment results) and classroom visits by members of the Leadership Literacy Team, students who consistently demonstrate academic difficulty will be monitored by the LLT and receive supplemental and intensive instruction/interventions.

3.3-Students not making mastery will be offered tutorial assistance (before, after-school, or during the regular school day) from personnel hired to provide tutorial services.

3.4-Students who scored in the lowest 35% on the 2013 FCAT (Reading and Math) will be monitored by the LLT to determine effectiveness of supplemental instruction.

3.5-Strategies that are unsuccessful will be discontinued and replaced with alternate interventions.

3.6-All personnel providing services to a student not making mastery will meet to discuss their documentation of strategies and interventions that have previously

Every Teacher Contributes to Reading Instruction

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

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable PD. The Literacy Leadership Team monitors the implementation of school-wide literacy strategies across the curriculum. The middle school has implemented an alternative schedule for Wednesday to ensure that students are exposed to curriculum more frequency through the week. In additional, the middle school present opportunities to expose to options Virtual School and Course Recovery.

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

Coconut Palm K-8 Academy is committed to bridging the gap between the school and the surrounding early learning providers in the area. Upon entry into kindergarten all children are assessed utilizing the Florida Kindergarten Readiness Screener (FLKRS) and the Florida Assessment for Instruction in Reading (FAIR) in order to determine student readiness in phonics/phonemic awareness, sound recognition, blending, and initial decoding. The FLKRS will also assess for social and emotional development. The children will also be assessed using the CELLA-ONLINE in both speaking and listening. The FAIR screening tool will be re-administered mid-year and at the end of the year. Pre-kindergarten and kindergarten teachers work closely with the Administration and the Community Involvement Specialist to ensure that all children come to school on a regular basis and are ready to learn.

A monthly parent meeting will be provided for local preschools in the community to address the needs of 3 and 4 years old for the upcoming year.

College and Career Readiness

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

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

The Agriscience Engineering and Medical Biotechnology Program will be offered to students beginning in first and second grade. To enroll, students must complete an application. The application process requires a lottery system after meeting rubric criteria. Students in the Lower Academy (Grades 1-5) will experience and explore the fields of Agriscience Engineering and Medical Biotechnology via the utilization of hands-on, virtual, simulated, and project-based learning. In preparation to select one track, the science, mathematics, and technology curriculum places emphasis on thematic and interdisciplinary units in order to ensure comprehensive exposure to agriscience engineering and medical biotechnology.

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

This rigorous and challenging program requires students to complete various projects, participate in competitions, and field trips. Prior to entering the Upper Academy (Grades 6-8) students will be required to select one track (Agriscience Engineering or Medical Biotechnology). To ensure preparation for high school academies and programs, students in the Upper Academy may not change their chosen track.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	43%	No	55%
American Indian		0%		
Asian		75%		
Black/African American	48%	39%	No	53%
Hispanic	53%	45%	No	57%
White	63%	47%	No	66%
English language learners	41%	29%	No	47%
Students with disabilities	36%	23%	No	42%
Economically disadvantaged	49%	41%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	173	22%	26%
Students scoring at or above Achievement Level 4	141	18%	20%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0)		70%	73%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	147	60%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	60	25%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	37	15%	24%

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	100	46%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	55%	No	63%
American Indian				
Asian		75%		
Black/African American	53%	50%	No	57%
Hispanic	64%	59%	No	68%
White	63%	53%	No	66%
English language learners	63%	58%	No	66%
Students with disabilities	44%	33%	No	50%
Economically disadvantaged	58%	54%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	207	30%	34%
Students scoring at or above Achievement Level 4	132	19%	21%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		71%	74%

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		92%	93%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%		No	63%
American Indian				
Asian				
Black/African American	53%		No	57%
Hispanic	64%		No	68%
White	63%		No	66%
English language learners	63%		No	66%
Students with disabilities	44%		No	50%
Economically disadvantaged	58%		No	62%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	51%	52%
Students scoring at or above Achievement Level 4	31	41%	41%

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	27	20%	25%
Students scoring at or above Achievement Level 4	11	8%	10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		63%	67%
Students scoring at or above Level 7		71%	74%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	17%	21%
Students scoring at or above Achievement Level 4	11	21%	23%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	120		130
Participation in STEM-related experiences provided for students	120	10%	20%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	500	60%	70%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		50%	60%
Students taking one or more advanced placement exams for STEM-related courses	100	50%	65%
CTE-STEM program concentrators	200		300
Students taking CTE-STEM industry certification exams	60	50%	60%
Passing rate (%) for students who take CTE-STEM industry certification exams		90%	95%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	400	60%	70%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	400	60%	75%
Completion rate (%) for CTE students enrolled in *accelerated* courses		90%	95%
Students taking CTE industry certification exams	400	60%	75%
Passing rate (%) for students who take CTE industry certification exams		90%	95%
CTE program concentrators	400	75%	85%
CTE teachers holding appropriate industry certifications	2	1%	2%

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	123	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	101	11%	10%
Students who are not proficient in reading by third grade	97	60%	54%
Students who receive two or more behavior referrals	884	72%	71%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	22	2%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	123	9%	8%
Students who fail a mathematics course	11	3%	2%
Students who fail an English Language Arts course	8	2%	1%
Students who fail two or more courses in any subject	14	4%	3%
Students who receive two or more behavior referrals	884	72%	71%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	22	2%	1%

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

More parent participation for Open House and Parent-Teacher Orientation.
Additional support with PTA from a parental aspects.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent-Student Orientation	307	30%	31%
Open House	600	50%	60%

Goals Summary

G1. The data from the 2013 FCAT 2.0 in Reading indicates that 40% of the students in grades 3-8 achieved Level 3 or higher. Our 2014 goal is for 55% to score at Level 3 or higher.

G2. The data from the 2013 FCAT in Writing indicates that 46% of the students in grades 4 and 8 achieved Level 3.5 or higher. Our 2014 goal is for 51% to score at Level 3.5 or higher.

G3. The data from the 2013 FCAT 2.0 in Math indicates that 55% of the students in grades 3-8 achieved Level 3 or higher. Our 2014 goal is for 63% to score at Level 3 or higher.

G4. The data from the 2013 FCAT 2.0 in Math Acceleration indicates that 92% of the students in 8th grade achieved Level 3 or higher. Our 2014 goal is for 93% to score at Level 3 or higher.

G5. The data from the 2013 FCAT 2.0 in Algebra I indicates that 92% of the students in Algebra I achieved Level 3 or higher. Our 2014 goal is for 93% to score at Level 3 or higher.

G6. The data from the 2013 FCAT Science indicates that 28% of the students in Grade 5 achieved Level 3 or higher and students in grade 8 achieved Level 3 or higher is 36%. Our 2014 goal is for grade 5 is 35% and Grade 8 is 46% at Level 3.

G7. The goal for the 2014 school year is to increase the number of students participating in the Science Fair.

G8. CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G9. Civic instructors will integrate the Common Core Reading Standards for Literacy in Civics and U.S. History into content area curriculum.

G10. Our goal for the 2014 school year is to decrease the number of students who failed two or more courses in any subject in Grades 6-8.

Goals Detail

G1. The data from the 2013 FCAT 2.0 in Reading indicates that 40% of the students in grades 3-8 achieved Level 3 or higher. Our 2014 goal is for 55% to score at Level 3 or higher.

Targets Supported

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

Resources Available to Support the Goal

- Research-based reading curriculum has been provided by the district. Success Maker Reading and/or Reading Plus implemented for 30 minutes daily. Bi-weekly Monitoring on all Common Core and NGSSS skills. McGraw-Hill Reading Materials

Targeted Barriers to Achieving the Goal

- The data from the 2013 FCAT 2.0 in Reading indicates that 39% of the Black subgroup scored at Level 3 or higher. The target is to reach 53% on the 2014 FCAT 2.0 Reading. The data from the 2013 FCAT 2.0 in Reading indicates that 45% of the Hispanic subgroup scored at Level 3 or higher. The target is to reach 57% on the 2014 FCAT 2.0 Reading. The data from the 2013 FCAT 2.0 in Reading indicates that 47% of the White subgroup scored at Level 3 or higher. The target is to reach 66% on the 2014 FCAT 2.0 Reading. The data from the 2013 FCAT 2.0 in Reading indicates that 41% of the ED subgroup scored at Level 3 or higher. The target is to reach 54% on the 2014 FCAT 2.0 Reading. The data from the 2013 FCAT 2.0 in Reading indicates that 29% of the ELL subgroup scored at Level 3 or higher. The target is to reach 47% on the 2014 FCAT 2.0 Reading.

- The data from the 2013 FCAT 2.0 in Reading indicates that 22% of the Level 3 students scored at Level 3 or higher. The target is to reach 33% on the 2014 FCAT 2.0 Reading.

- The data from the 2013 FCAT 2.0 in Reading indicates that 18% of the Level 4-5 students scored at Level 3 or higher. The target is to reach 23% on the 2014 FCAT 2.0 Reading.

- The data from the 2013 FCAT 2.0 Reading indicates that 63% of the students in the Learning Gains category scored at Level 3 or higher. The target is to reach 67% on the 2014 FCAT 2.0 Reading.

- The data from the 2013 FCAT 2.0 Reading indicates that 70% of the students in the Lowest 25% category scored at Level 3 or higher. The target is to reach 73% on the 2014 FCAT 2.0 Reading.

- The data from the 2013 CELLA Listening and Speaking indicates that 60% of the students met the target. The 2014 CELLA target is for students to obtain 64% of higher.

- The data from the 2013 CELLA Reading indicates that 25% of the students met the target. The 2014 CELLA target is for students to obtain 33% of higher.

- The data from the 2013 CELLA Writing indicates that 15% of the students met the target. The 2014 CELLA target is for students to obtain 24% of higher.

Plan to Monitor Progress Toward the Goal

Each student will update the Student Data Chat Form and Action Plan after each assessment and graph their individual scores.

Person or Persons Responsible
MTSS Team Administration Instructional coaches

Target Dates or Schedule:
Bi-weekly Monthly

Evidence of Completion:
Data Chats Data Debriefing Protocol Sheets Success Maker Math Cumulative Reports Interim Assessments FCAT 2.0 2014

G2. The data from the 2013 FCAT in Writing indicates that 46% of the students in grades 4 and 8 achieved Level 3.5 or higher. Our 2014 goal is for 51% to score at Level 3.5 or higher.

Targets Supported
- Writing

Resources Available to Support the Goal
- 6 Traits of Writing 2013 FCAT Anchor Papers Experienced Reading Coach

Targeted Barriers to Achieving the Goal
- An area of concern as noted on the 2013 FCAT Writing Test, students lack the necessary conventions to formulate adequate sentence structure.

Plan to Monitor Progress Toward the Goal

Students will be assessed as needed to ensure mastery in writing.

Person or Persons Responsible
Reading Coach Assistant Principal

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Summative: 2014 FCAT Writing Assessment

G3. The data from the 2013 FCAT 2.0 in Math indicates that 55% of the students in grades 3-8 achieved Level 3 or higher. Our 2014 goal is for 63% to score at Level 3 or higher.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Algebra 1 EOC

Resources Available to Support the Goal
- Think Central Success Maker Math Go Math Materials Florida Achieves

Targeted Barriers to Achieving the Goal
- The data from the 2013 FCAT 2.0 in Math indicates that 50% of the Black subgroup scored at Level 3 or higher. The target is to reach 57% on the 2014 FCAT 2.0 Math. The data from the 2013 FCAT 2.0 in Math indicates that 59% of the Hispanic subgroup scored at Level 3 or higher. The target is to reach 68% on the 2014 FCAT 2.0 Math. The data from the 2013 FCAT 2.0 in Math indicates that 53% of the White subgroup scored at Level 3 or higher. The target is to reach 66% on the 2014 FCAT 2.0 Math. The data from the 2013 FCAT 2.0 in Math indicates that 54% of the ED subgroup scored at Level 3 or higher. The target is to reach 62% on the 2014 FCAT 2.0 Math. The data also shows that lowest reporting category is Geometry and Measurement with only 43% correctly answered in grade 5, 33% correctly answered in grade 6, 38% in correctly answered in grade 7 and 29% correctly answered in grade 8.

- The data from the 2013 FCAT 2.0 Math indicates that 33% of the SWD subgroup scored at Level 3 or higher. The target is to reach 42% on the 2014 FCAT 2.0 Math.

- The data from the 2013 FCAT 2.0 Math indicates that 30% of the Level 3 students scored at Level 3 or higher. The target is to reach 40% on the 2014 FCAT 2.0 Math.

- The data from the 2013 FCAT 2.0 Math indicates that 19% of the Level 4-5 students scored at Level 3 or higher. The target is to reach 23% on the 2014 FCAT 2.0 Math.

- The data from the 2013 FCAT 2.0 Math indicates that 63% of the students in the Learning Gains category scored at Level 3 or higher. The target is to reach 67% on the 2014 FCAT 2.0 Math.

- The data from the 2013 FCAT 2.0 Math indicates that 71% of the students in the Lowest 25% category scored at Level 3 or higher. The target is to reach 74% on the 2014 FCAT 2.0 Math.

Plan to Monitor Progress Toward the Goal

Each student will update the Student Data Chat Form and Action Plan after each assessment and graph their individual scores.

Person or Persons Responsible
MTSS Leadership Team Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Data Chats Data Debriefing Protocol Sheets Success Maker Math Cumulative Reports Interim Assessments FCAT 2.0 2014

G4. The data from the 2013 FCAT 2.0 in Math Acceleration indicates that 92% of the students in 8th grade achieved Level 3 or higher. Our 2014 goal is for 93% to score at Level 3 or higher.

> ### Targets Supported
>
> ### Resources Available to Support the Goal
> - Math Series Supplemental Materials
>
> ### Targeted Barriers to Achieving the Goal
> - This deficiency is due to students' ineffectively utilizing problem solving skills.

Plan to Monitor Progress Toward the Goal

Grade level teams will review results of common assessment data to drive instruction. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks.

> ### Person or Persons Responsible
> Math Assistant Principal
>
> ### Target Dates or Schedule:
> B-weekly
>
> ### Evidence of Completion:
> Edusoft Data Reports Topic Assessments Compass Learning Reports

G5. The data from the 2013 FCAT 2.0 in Algebra I indicates that 92% of the students in Algebra I achieved Level 3 or higher. Our 2014 goal is for 93% to score at Level 3 or higher.

> ### Targets Supported
> - Algebra 1 EOC
>
> ### Resources Available to Support the Goal
> - Algebra I Textbook Secondary Reading Middle School -Apply It! District Support
>
> ### Targeted Barriers to Achieving the Goal
> - The data from the 2013 EOC in Algebra I indicates that students displayed difficulty with Polynomials. Student scored at 43% on the 2013 EOC Algebra I assessment.

Plan to Monitor Progress Toward the Goal

Each student will update the Student Data Chat Form and Action Plan after each assessment and graph their individual scores.

> ### Person or Persons Responsible
> Teachers Math Coach Assistant Principal
>
> ### Target Dates or Schedule:
> Ongoing and Bi-monthly
>
> ### Evidence of Completion:
> Interim Assessments EOC 2014

G6. The data from the 2013 FCAT Science indicates that 28% of the students in Grade 5 achieved Level 3 or higher and students in grade 8 achieved Level 3 or higher is 36%. Our 2014 goal is for grade 5 is 35% and Grade 8 is 46% at Level 3.

Targets Supported

- Science - Elementary School

- Science - Middle School

- STEM - All Levels

Resources Available to Support the Goal

- Gizmos Experienced Science Coach

Targeted Barriers to Achieving the Goal

- The anticipated barrier is the student's inability to read on grade level and grasp difficult scientific concepts.

Plan to Monitor Progress Toward the Goal

Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks.

Person or Persons Responsible

Science Coach Science Department Head Assistant Principal

Target Dates or Schedule:

Bi-weekly

Evidence of Completion:

Formative: Bi-weekly assessments Gizmos Science Interim Assessments Summative: 2014 FCAT Assessment

G7. The goal for the 2014 school year is to increase the number of students participating in the Science Fair.

Targets Supported

- STEM

- STEM - All Levels

- EWS - Elementary School

- EWS - Middle School

Resources Available to Support the Goal

- Fairchild Challenge Science Fair Experienced Science Coach

Targeted Barriers to Achieving the Goal

- Students need more prior knowledge based activities in Science.

Plan to Monitor Progress Toward the Goal

Ongoing progress monitoring will be used to monitor student mastery.

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G8. CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

Targets Supported
- CTE

Resources Available to Support the Goal
- Experienced Instructional Coach Common Core Reading Strategies District-based materials

Targeted Barriers to Achieving the Goal
- CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12

Plan to Monitor Progress Toward the Goal

Monitor and review student data via the Assessment Calendar.

Person or Persons Responsible
Instructional Coaches Assistant Principal

Target Dates or Schedule:
Bi-weekly and Quarterly

Evidence of Completion:
Data Binder Reports Data Debriefing Protocol Sheets Classroom Data Wall Charts

G9. Civic instructors will integrate the Common Core Reading Standards for Literacy in Civics and U.S. History into content area curriculum.

Targets Supported
- Social Studies
- Civics EOC

Resources Available to Support the Goal
- Civics Textbook Secondary Reading Coach

Targeted Barriers to Achieving the Goal
- The data from the 2013 Baseline Civics Assessment indicates that 33% of thestudents scored at 70% or higher. Students displayed the most difficulty in the area of Organization and Function of Government.

Plan to Monitor Progress Toward the Goal

Ongoing progress monitoring will be used to monitor student mastery.

Person or Persons Responsible
RtI Leadership Team Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports Interim Assessments and AR Comprehension Quizzes. Summative: 2014 EOC

G10. Our goal for the 2014 school year is to decrease the number of students who failed two or more courses in any subject in Grades 6-8.

Targets Supported
- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal
- PBS After School Support Early Morning Support Club Wednesday Saturday School

Targeted Barriers to Achieving the Goal
- Students that required additional support fail to participate in after school tutoring, early bird support, and Saturday School programs.

Plan to Monitor Progress Toward the Goal

Early identification of potential failing students. Teachers will submit the names of students who reach pre-determined failure criteria to the counselors.

Person or Persons Responsible
Homeroom teachers MTSS Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student report cards and progress reports. Failure Notices

Action Plan for Improvement

Problem Solving Key

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

G1. The data from the 2013 FCAT 2.0 in Reading indicates that 40% of the students in grades 3-8 achieved Level 3 or higher. Our 2014 goal is for 55% to score at Level 3 or higher.

G1.B1 The data from the 2013 FCAT 2.0 in Reading indicates that 39% of the Black subgroup scored at Level 3 or higher. The target is to reach 53% on the 2014 FCAT 2.0 Reading. The data from the 2013 FCAT 2.0 in Reading indicates that 45% of the Hispanic subgroup scored at Level 3 or higher. The target is to reach 57% on the 2014 FCAT 2.0 Reading. The data from the 2013 FCAT 2.0 in Reading indicates that 47% of the White subgroup scored at Level 3 or higher. The target is to reach 66% on the 2014 FCAT 2.0 Reading. The data from the 2013 FCAT 2.0 in Reading indicates that 41% of the ED subgroup scored at Level 3 or higher. The target is to reach 54% on the 2014 FCAT 2.0 Reading. The data from the 2013 FCAT 2.0 in Reading indicates that 29% of the ELL subgroup scored at Level 3 or higher. The target is to reach 47% on the 2014 FCAT 2.0 Reading.

G1.B1.S1 Teacher will provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the core curriculum.

Action Step 1

Grade 3 teachers will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Main idea may be stated or implied.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year.

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

Facilitator:

Secondary Reading Coach

Participants:

Reading and Social Sciences Teachers

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

Classroom walkthrough Professional Development

Person or Persons Responsible

Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly on Thursday for Core Curriculum Monthly for Success Maker and Reading Plus

Evidence of Completion

Bi-weekly Assessments PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G1.B1.S1

Follow the FCIM Model using data from the Interim Assessment and Bi-weekly and Weekly Assessments via McGraw-Hill.

Person or Persons Responsible

MTSS Team Administration Instructional coaches

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G1.B1.S2 For Grade 3, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Main idea may be stated or implied.

Action Step 1

Teachers will teach reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

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

Classroom walkthrough Professional Development

Person or Persons Responsible

Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly on Thursday for Core Curriculum Monthly for Success Maker and Reading Plus

Evidence of Completion

Bi-weekly Assessments PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G1.B1.S2

Follow the FCIM Model using data from the Interim Assessment and Bi-weekly and Weekly Assessments via McGraw-Hill.

Person or Persons Responsible

MTSS Team Administration Instructional coaches

Target Dates or Schedule

Bi-weekly and Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G1.B1.S3 For Grade 4, teach students to identify and interpret elements of story structure within and across texts.

Action Step 1

Teachers will teach reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

Facilitator:

Reading Coach

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Classroom walkthrough Professional Development

Person or Persons Responsible

Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly on Thursday for Core Curriculum Monthly for Success Maker and Reading Plus

Evidence of Completion

Bi-weekly Assessments PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G1.B1.S3

Follow the FCIM Model using data from the Interim Assessment and Bi-weekly and Weekly Assessments via McGraw-Hill.

Person or Persons Responsible

MTSS Team Administration Instructional coaches

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G1.B1.S4 For Grade 5. More instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students should use sentence and word context to determine meaning.

Action Step 1

Teachers will teach reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year.

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

Facilitator:

Reading Coach

Participants:

Reading and Social Sciences Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Classroom walkthrough Professional Development

Person or Persons Responsible

Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly on Thursday for Core Curriculum Monthly for Success Maker and Reading Plus

Evidence of Completion

Bi-weekly Assessments PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G1.B1.S4

Follow the FCIM Model using data from the Interim Assessment and Bi-weekly and Weekly Assessments via McGraw-Hill.

Person or Persons Responsible

MTSS Team Administration Instructional coaches

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G1.B1.S5 For Grade 6, Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support.

Action Step 1

Teachers will teach reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

Plan to Monitor Fidelity of Implementation of G1.B1.S5

Classroom walkthrough Professional Development

Person or Persons Responsible

Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly on Thursday for Core Curriculum Monthly for Success Maker and Reading Plus

Evidence of Completion

Bi-weekly Assessments PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G1.B1.S5

Follow the FCIM Model using data from the Interim Assessment and Bi-weekly and Weekly Assessments via McGraw-Hill.

Person or Persons Responsible

MTSS Team Administration Instructional coaches

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G1.B1.S6 For Grade 7, Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed.

Action Step 1

Teachers will teach reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

Facilitator:

Secondary Reading Coach

Participants:

Reading and Social Science Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S6

Classroom walkthrough Professional Development

Person or Persons Responsible

Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly on Thursday for Core Curriculum Monthly for Success Maker and Reading Plus

Evidence of Completion

Bi-weekly Assessments PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G1.B1.S6

Follow the FCIM Model using data from the Interim Assessment and Bi-weekly and Weekly Assessments .

Person or Persons Responsible

MTSS Team Administration Instructional coaches

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G1.B1.S7 For Grade 8, students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

Action Step 1

Teachers will teach reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

Facilitator:

Secondary Reading Coach

Participants:

Reading and Social Science Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S7

Classroom walkthrough Professional Development

Person or Persons Responsible

Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly on Thursday for Core Curriculum Monthly for Success Maker and Reading Plus

Evidence of Completion

Bi-weekly Assessments PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G1.B1.S7

Follow the FCIM Model using data from the Interim Assessment and Bi-weekly and Weekly Assessments.

Person or Persons Responsible

MTSS Team Administration Instructional coaches

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G1.B2 The data from the 2013 FCAT 2.0 in Reading indicates that 22% of the Level 3 students scored at Level 3 or higher. The target is to reach 33% on the 2014 FCAT 2.0 Reading.

G1.B2.S1 Teacher will provide students with opportunities to read text beyond grade level in all content areas, with increased emphasis on cross-content reading throughout the core curriculum.

Action Step 1

Students will be given opportunities to dissect higher tier reading text in reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year.

Evidence of Completion

Formative: Bi-weekly assessments

Facilitator:

Secondary Reading Coach

Participants:

Reading and Social Sciences Teachers

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

Classroom walkthroughs and Professional Development

Person or Persons Responsible

Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly on Thursday for Core Curriculum Monthly for Success Maker and Reading Plus

Evidence of Completion

Bi-weekly Assessments PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G1.B2.S1

Follow the FCIM Model using data from the Interim Assessment and Bi-weekly and Weekly Assessments.

Person or Persons Responsible

MTSS Team Administration Instructional coaches

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G1.B3 The data from the 2013 FCAT 2.0 in Reading indicates that 18% of the Level 4-5 students scored at Level 3 or higher. The target is to reach 23% on the 2014 FCAT 2.0 Reading.

G1.B3.S1 More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include for higher tiered text: • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and • encouraging students to read from a wide variety of texts.

Action Step 1

Teacher will provide students with opportunities to read higher tiered text in all content areas, with increased emphasis on cross-content reading throughout the core curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year.

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

Facilitator:

Secondary Reading Coach

Participants:

Reading and Social Sciences Teachers

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

Classroom walkthroughs and Professional Development

Person or Persons Responsible

Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly on Thursday for Core Curriculum Monthly for Success Maker and Reading Plus

Evidence of Completion

Bi-weekly Assessments PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G1.B3.S1

Follow the FCIM Model using data from the Interim Assessment and Bi-weekly and Weekly Assessments

Person or Persons Responsible

MTSS Team, Administration and Instructional coaches

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G1.B4 The data from the 2013 FCAT 2.0 Reading indicates that 63% of the students in the Learning Gains category scored at Level 3 or higher. The target is to reach 67% on the 2014 FCAT 2.0 Reading.

G1.B4.S1 Provide reading intervention daily for 30 minutes.

Action Step 1

Teacher will provide students with opportunities for differentiated instruction and computer based interventions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year.

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

Facilitator:

Reading Coach

Participants:

Reading and Social Sciences Teachers

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

Classroom walkthroughs and Professional Development

Person or Persons Responsible

Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly on Thursday for Core Curriculum Monthly for Success Maker and Reading Plus

Evidence of Completion

Bi-weekly Assessments PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G1.B4.S1

Follow the FCIM Model using data from the Interim Assessment and Bi-weekly and Weekly Assessments

Person or Persons Responsible

MTSS Team Administration Instructional coaches

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G1.B5 The data from the 2013 FCAT 2.0 Reading indicates that 70% of the students in the Lowest 25% category scored at Level 3 or higher. The target is to reach 73% on the 2014 FCAT 2.0 Reading.

G1.B5.S1 Teacher will provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the core curriculum.

Action Step 1

Classroom walkthroughs Professional Development

Person or Persons Responsible

Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly on Thursday for Core Curriculum Monthly for Success Maker and Reading Plus

Evidence of Completion

Bi-weekly Assessments PD Agenda Sign-in roster Classroom walkthrough checklist

Facilitator:

Secondary Reading Coach

Participants:

Reading and Social Sciences Teachers

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

Classroom walkthrough Professional Development

Person or Persons Responsible

Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly on Thursday for Core Curriculum Monthly for Success Maker and Reading Plus

Evidence of Completion

Bi-weekly Assessments PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G1.B5.S1

Follow the FCIM Model using data from the Interim Assessment and Bi-weekly and Weekly Assessments

Person or Persons Responsible

MTSS Team Administration Instructional coaches

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G1.B6 The data from the 2013 CELLA Listening and Speaking indicates that 60% of the students met the target. The 2014 CELLA target is for students to obtain 64% of higher.

G1.B6.S1 The teacher demonstrates to the learner how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task.

Action Step 1

Writing-As students develop writing skills, they copy the story into their notebooks or on lined paper.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year.

Evidence of Completion

Teacher made test

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

Classroom walkthrough Professional Development

Person or Persons Responsible

Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly on Thursday for Core Curriculum Monthly for Success Maker and Reading Plus

Evidence of Completion

Bi-weekly Assessments PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G1.B6.S1

Follow the FCIM Model using data from the Interim Assessment and Bi-weekly and Weekly Assessments

Person or Persons Responsible

MTSS Team Administration Instructional coaches

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G1.B7 The data from the 2013 CELLA Reading indicates that 25% of the students met the target. The 2014 CELLA target is for students to obtain 33% of higher.

G1.B7.S1 Teachers will use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier.

Action Step 1

Teachers should use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year.

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

Facilitator:

Secondary Reading Coach

Participants:

Reading and Social Sciences Teachers

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

Classroom walkthroughs Professional Development

Person or Persons Responsible

Elementary and Secondary Reading Coaches Assistant Principals Target Dates

Target Dates or Schedule

Bi-weekly on Thursday for Core Curriculum Monthly for Success Maker and Reading Plus

Evidence of Completion

Bi-weekly Assessments PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G1.B7.S1

Follow the FCIM Model using data from the Interim Assessment and Bi-weekly and Weekly Assessments.

Person or Persons Responsible

MTSS Team Administration Instructional coaches

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G1.B8 The data from the 2013 CELLA Writing indicates that 15% of the students met the target. The 2014 CELLA target is for students to obtain 24% of higher.

G1.B8.S1 The teacher will incorporate the following steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.

Action Step 1

Students will maintain a writing response journal.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year.

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

Facilitator:

Secondary Reading Coach

Participants:

Reading and Social Sciences Teachers

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

Classroom walkthroughs Professional Development

Person or Persons Responsible

Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly on Thursday for Core Curriculum Monthly for Success Maker and Reading Plus

Evidence of Completion

Bi-weekly Assessments PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G1.B8.S1

Follow the FCIM Model using data from the Interim Assessment and Bi-weekly and Weekly Assessments

Person or Persons Responsible

MTSS Team Administration Instructional coaches

Target Dates or Schedule

Bi-weekly Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G2. The data from the 2013 FCAT in Writing indicates that 46% of the students in grades 4 and 8 achieved Level 3.5 or higher. Our 2014 goal is for 51% to score at Level 3.5 or higher.

G2.B1 An area of concern as noted on the 2013 FCAT Writing Test, students lack the necessary conventions to formulate adequate sentence structure.

G2.B1.S1 Plan for and deliver writing lessons that follow an instructional routine.

Action Step 1

Develop a Writing Plan.

Person or Persons Responsible

Instructional Coaches Curriculum Support

Target Dates or Schedule

11/19/2013

Evidence of Completion

Vocabulary enhancement Writer's Notebook-feedback

Facilitator:

District Personnel and Instructional Coaches

Participants:

All 4th and 8th grade teachers

Action Step 2

Plan with fourth and eighth grade teachers to ensure that all teachers are familiarized with the state rubric and how to utilize calibration/anchor papers with scoring and instruction.

Person or Persons Responsible

Marva Branch and Latonya Nairn, Reading Contacts Angela Bown, ELA Curriculum Support Specialist 4th and 8th grade teachers

Target Dates or Schedule

Evidence of Completion

11/19/13

Action Step 3

Distribute writing rubrics to students in fourth and eighth grade and begin to model how to use them to improve student writing.

Person or Persons Responsible

4th and 8th grade teachers

Target Dates or Schedule

11/19/13

Evidence of Completion

Visible rubrics in classrooms for teachers and students to utilize as an instructional tool as well as an assessment tool

Action Step 4

Provide fourth and eighth grade students with reflective, corrective feedback on student writing as aligned to the holistic scoring procedures, as part of the instructional writing routine.

Person or Persons Responsible

Marva Branch and Latonya Nairn, Reading Contacts Angela Bown, ELA Curriculum Support Specialist 4th and 8th grade teachers

Target Dates or Schedule

11/19/13

Evidence of Completion

Lesson plans that reflect the writing process ? Visible rubrics ? Evidence of student work showing the corrective feedback

Action Step 5

Ensure observable instructional practices and lesson plans reflect specific strategies (mini-lessons) that implement effective writing strategies.

Person or Persons Responsible

Marva Branch and Latonya Nairn, Reading Contacts Angela Bown, ELA Curriculum Support Specialist 4th and 8th grade teachers, as well as the administration team.

Target Dates or Schedule

11/19/13

Evidence of Completion

Facilitator:

Lesson plan indicating evidence of mini-lessons for Differentiating Instruction in writing ? Observable writing instruction in small groups with teacher feedback

Participants:

Action Step 6

Participate in face-to-face or web-based training on the ancillary materials for the new reading series with special emphasis on the use of technology.

Person or Persons Responsible

K-5 Classroom Teachers Principal/APs

Target Dates or Schedule

10/10/13- 11/06/13

Evidence of Completion

Logs to document teachers and administrators' participation in on-line professional development

Action Step 7

Conduct walkthroughs using The 5 Dimensions of Teaching and Learning 4.0 to monitor the fidelity of implementation of the instructional routines in grades K-5.

Person or Persons Responsible

Principal/APs

Target Dates or Schedule

10/10/13- 11/06/13

Evidence of Completion

Lesson plans ? Student work samples ? Recorded concerns

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

Ongoing progress monitoring of student writing samples.

Person or Persons Responsible

Reading Coach Assistant Principal MTSS Team Curriculum Support

Target Dates or Schedule

11/19/2013

Evidence of Completion

Student Writing Folders

Plan to Monitor Effectiveness of G2.B1.S1

Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster.

Person or Persons Responsible

Reading Coach Assistant Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data Binder Reports Data Debriefing Protocol Sheets Classroom Data Wall Charts

G3. The data from the 2013 FCAT 2.0 in Math indicates that 55% of the students in grades 3-8 achieved Level 3 or higher. Our 2014 goal is for 63% to score at Level 3 or higher.

G3.B1 The data from the 2013 FCAT 2.0 in Math indicates that 50% of the Black subgroup scored at Level 3 or higher. The target is to reach 57% on the 2014 FCAT 2.0 Math. The data from the 2013 FCAT 2.0 in Math indicates that 59% of the Hispanic subgroup scored at Level 3 or higher. The target is to reach 68% on the 2014 FCAT 2.0 Math. The data from the 2013 FCAT 2.0 in Math indicates that 53% of the White subgroup scored at Level 3 or higher. The target is to reach 66% on the 2014 FCAT 2.0 Math. The data from the 2013 FCAT 2.0 in Math indicates that 54% of the ED subgroup scored at Level 3 or higher. The target is to reach 62% on the 2014 FCAT 2.0 Math. The data also shows that lowest reporting category is Geometry and Measurement with only 43% correctly answered in grade 5, 33% correctly answered in grade 6, 38% in correctly answered in grade 7 and 29% correctly answered in grade 8.

G3.B1.S1 PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level

Action Step 1

Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Math Assessments

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

Ongoing progress monitoring will be used to monitor student mastery.

Person or Persons Responsible

MTSS/Rti Leadership Team Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data Chats Data Debriefing Protocol Sheets Success Maker Math Cumulative Reports

Plan to Monitor Effectiveness of G3.B1.S1

Ongoing progress monitoring will be used to monitor student mastery

Person or Persons Responsible

MTSS Leadership Team Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data Chats Data Debriefing Protocol Sheets Success Maker Math Cumulative Reports

G3.B1.S2 Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area and apply those concepts to solve real-world problems.

Action Step 1

The teachers will infuse with a Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Math Journal Entry

Facilitator:

Math Coach

Participants:

All math teachers.

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

Classroom walkthrough Professional Development

Person or Persons Responsible

MTSS Team Assistant Principal Math Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G3.B1.S2

Follow the FCIM Model using data from the Interim Assessment and chapter and topic test.

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G3.B2 The data from the 2013 FCAT 2.0 Math indicates that 33% of the SWD subgroup scored at Level 3 or higher. The target is to reach 42% on the 2014 FCAT 2.0 Math.

G3.B2.S1 PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level

Action Step 1

Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Math Assessments

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

Ongoing progress monitoring will be used to monitor student mastery.

Person or Persons Responsible

MTSS/Rti Leadership Team Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data Chats Data Debriefing Protocol Sheets Success Maker Math Cumulative Reports

Plan to Monitor Effectiveness of G3.B2.S1

Ongoing progress monitoring will be used to monitor student mastery

Person or Persons Responsible

MTSS Leadership Team Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data Chats Data Debriefing Protocol Sheets Success Maker Math Cumulative Reports

G3.B3 The data from the 2013 FCAT 2.0 Math indicates that 30% of the Level 3 students scored at Level 3 or higher. The target is to reach 40% on the 2014 FCAT 2.0 Math.

G3.B3.S1 The teachers will infuse with a Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Action Step 1

The teachers will infuse with a Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Math Journal Entry

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

Classroom walkthrough Professional Development

Person or Persons Responsible

MTSS Team Assistant Principal Math Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G3.B3.S1

Follow the FCIM Model using data from the Interim Assessment and chapter and topic test.

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G3.B4 The data from the 2013 FCAT 2.0 Math indicates that 19% of the Level 4-5 students scored at Level 3 or higher. The target is to reach 23% on the 2014 FCAT 2.0 Math.

G3.B4.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

The teachers will infuse with a Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Math Journal Entry

Facilitator:

Math Coach

Participants:

All math teachers

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

Classroom walkthrough Professional Development

Person or Persons Responsible

MTSS Team Assistant Principal Math Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G3.B4.S1

Follow the FCIM Model using data from the Interim Assessment and chapter and topic test.

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G3.B5 The data from the 2013 FCAT 2.0 Math indicates that 63% of the students in the Learning Gains category scored at Level 3 or higher. The target is to reach 67% on the 2014 FCAT 2.0 Math.

G3.B5.S1 Support mathematical fluency and problem solving skills in the areas of: multiplication, patterns, and graphs by providing time to practice and apply learned concepts in real-life situations

Action Step 1

The teachers will infuse with a Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Math Journal Entry

Facilitator:

Math Coach

Participants:

All math teachers.

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

Classroom walkthroughs Professional Development

Person or Persons Responsible

MTSS Team Assistant Principal Math Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G3.B5.S1

Follow the FCIM Model using data from the Interim Assessment and chapter and topic test.

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G3.B6 The data from the 2013 FCAT 2.0 Math indicates that 71% of the students in the Lowest 25% category scored at Level 3 or higher. The target is to reach 74% on the 2014 FCAT 2.0 Math.

G3.B6.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

The teachers will infuse with a Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Math Journal Entry

Facilitator:

Math Coach

Participants:

All math teachers

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

Classroom walkthroughs Professional Development

Person or Persons Responsible

MTSS Team Assistant Principal Math Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G3.B6.S1

Follow the FCIM Model using data from the Interim Assessment and chapter and topic test.

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments

G4. The data from the 2013 FCAT 2.0 in Math Acceleration indicates that 92% of the students in 8th grade achieved Level 3 or higher. Our 2014 goal is for 93% to score at Level 3 or higher.

G4.B1 This deficiency is due to students' ineffectively utilizing problem solving skills.

G4.B1.S1 Utilizing the problem solving model to monitor core instruction and Differentiated Instruction to remediate instructional focus on mathematical benchmarks in areas where students making learning gains have demonstrated needs.

Action Step 1

Grade level teams will review results of common assessment data to drive instruction. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data Reports from Edusoft

Facilitator:

Math Coach

Participants:

Eighth grade math teachers

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

Grade level teams will review results of common assessment data to drive instruction. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks.

Person or Persons Responsible

Math Coach Assistant Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data Reports

Plan to Monitor Effectiveness of G4.B1.S1

Grade level teams will review results of common assessment data to drive instruction. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks.

Person or Persons Responsible

Math Coach Assistant Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Edusoft Data Reports

G5. The data from the 2013 FCAT 2.0 in Algebra I indicates that 92% of the students in Algebra I achieved Level 3 or higher. Our 2014 goal is for 93% to score at Level 3 or higher.

G5.B1 The data from the 2013 EOC in Algebra I indicates that students displayed difficulty with Polynomials. Student scored at 43% on the 2013 EOC Algebra I assessment.

G5.B1.S1 Conduct collaborative planning sessions on the effective use of the instructional clock to include the mathematics problem solving process, process monitoring and assessment for student learning.

Action Step 1

Conduct collaborative planning sessions on the effective use of the instructional clock to include the mathematics problem solving process, process monitoring and assessment for student learning.

Person or Persons Responsible

Maria T. Diaz-Gonzalez, District IS (initial session) Michele Bush, Assistant Principal (Logistics) Magali Herrera, Math Coach (ongoing)

Target Dates or Schedule

Ongoing Bi-monthly

Evidence of Completion

Planning session agenda/reflection Problem Solving artifacts (Apply It, Problem Solving) Planning development materials (handouts, Powerpoints and materials

Facilitator:

Math Coach

Participants:

All Algebra I teachers.

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

Classroom walkthrough Professional Development

Person or Persons Responsible

Math Coach Assistant Principal

Target Dates or Schedule

Bi-monthly

Evidence of Completion

PD Agenda Sign-in roster Classroom walkthrough checklist

Plan to Monitor Effectiveness of G5.B1.S1

Follow the FCIM Model using data from the Interim Assessment and chapter and topic test.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Formative and Summative Assessments Interim Assessments Data Chats Data Debriefing Protocol Sheets Success Maker Math Cumulative Reports

G6. The data from the 2013 FCAT Science indicates that 28% of the students in Grade 5 achieved Level 3 or higher and students in grade 8 achieved Level 3 or higher is 36%. Our 2014 goal is for grade 5 is 35% and Grade 8 is 46% at Level 3.

G6.B1 The anticipated barrier is the student's inability to read on grade level and grasp difficult scientific concepts.

G6.B1.S1 Grade 5 Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. Instruction in grades K-5 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides. Grade 8 Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking. Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts.

Action Step 1

Utilize the Next Generation Sunshine State Standards/Common Core Standards and pacing guides when planning and delivering lessons.

Person or Persons Responsible

Teachers

Target Dates or Schedule

October 28, 2013

Evidence of Completion

Lesson Plans Student wok samples (journals and folders)

Facilitator:

Ms. Tweedy (CSS) Ms. Valdez (Teacher)

Participants:

Grade 5 Science Teachers

Action Step 2

Provide teachers with professional development on effective collaborative planning using Pacing Guides, hands-on activities and interactive science journals.

Person or Persons Responsible

Ms. Tweedy (CSS) Ms. Valdez (Teacher)

Target Dates or Schedule

October 23, 2013

Evidence of Completion

Agenda and sign in sheet

Facilitator:

Ms. Tweedy

Participants:

Grade 5 Teachers

Action Step 3

Provide multiple opportunities for hands-on inquiry based learning during instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

November 7, 2013

Evidence of Completion

Lesson Plans Student work samples (journals, folders and displayed evidence.

Action Step 4

Increase rigor and variety in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence and reasoning; as delineated by Common Core Standards.

Person or Persons Responsible

Administrators Science Coach (Ms. Valerie)

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work samples

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

Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks.

Person or Persons Responsible

Science Coach Assistant Principal Science Department Head

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Bi-weekly assessments Gizmos Science Interim Assessments Summative: 2014 FCAT Assessment

Plan to Monitor Effectiveness of G6.B1.S1

Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks.

Person or Persons Responsible

Bi-weekly

Target Dates or Schedule

Science Coach Science Department Head Assistant Principal

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Math Assessments Gizmos Science Interim Assessments Summative: 2014 FCAT Science Test

G7. The goal for the 2014 school year is to increase the number of students participating in the Science Fair.

G7.B1 Students need more prior knowledge based activities in Science.

G7.B1.S1 Utilize District-published lesson plans with assessments aligned to Science Benchmarks to maximize opportunities for students to master tested content.

Action Step 1

Provide more exposure to project based Science activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Science Fair results Increased Science Fair student participation 2014 FCAT Science Assessment Gizmos Data

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

Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. Teachers will ensure that students use Gizmos Science and Student Island weekly to acquire Science concepts for understanding.

Person or Persons Responsible

MTSS/Rti Leadership Team Secondary Reading Coach Assistant Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Science Fair results Increased Science Fair student participation 2014 FCAT Science Assessment Gizmos Data

Plan to Monitor Effectiveness of G7.B1.S1

Ongoing progress monitoring will be used to monitor student mastery.

Person or Persons Responsible

MTSS/Rti Leadership Team Secondary Reading Coach Assistant Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Science Fair results Increased Science Fair student participation 2014 FCAT Science Assessment

G8. CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G8.B1 CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12

G8.B1.S1 Academic coaches facilitate lesson study for developing cross-curricular CCSS lessons, (possibly between Science and CTE for for CCSS Range of Reading and Level of Text Complexity Standards.)

Action Step 1

Instructional and/or academy committee create expectations and monitoring timeline for integration of CCSS into CTE instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Use Reading data of CTE students measuring CCSS.

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

Monitor and review student data and mastery of skills.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Bi-weekly and Quarterly

Evidence of Completion

Data Binder Reports Data Debriefing Protocol Sheets Classroom Data Wall Charts

Plan to Monitor Effectiveness of G8.B1.S1

Monitor and review student data

Person or Persons Responsible

MTSS Team Instructional Coaches Assistant Principal

Target Dates or Schedule

Bi-weekly and Quarterly

Evidence of Completion

Data Binder Reports Data Debriefing Protocol Sheets Classroom Data Wall Charts

G9. Civic instructors will integrate the Common Core Reading Standards for Literacy in Civics and U.S. History into content area curriculum.

G9.B1 The data from the 2013 Baseline Civics Assessment indicates that 33% of thestudents scored at 70% or higher. Students displayed the most difficulty in the area of Organization and Function of Government.

G9.B1.S1 Conduct a common planning session focused on how to effectively use/ create: Lesson Plan development of implementing the District lesson plans/utilization of the pacing guide

Action Step 1

Civic Teachers will utilize common planning to create focused lesson plans as indicated in the pacing guide.

Person or Persons Responsible

Teachers Social Science Supervisor

Target Dates or Schedule

November 19, 2013

Evidence of Completion

Classroom Lesson Plans

Facilitator:

Dr. Sherrilyn Scott

Participants:

Civics and US History teachers

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

Teachers will implement Common Core strategies.

Person or Persons Responsible

MTSS Team Instructional Coaches Assistant Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Lesson Plans Class room Walkthroughs

Plan to Monitor Effectiveness of G9.B1.S1

Teachers will assess students bi-weekly to ensure mastery of core standards.

Person or Persons Responsible

RtI Leadership Team Elementary and Secondary Reading Coaches Assistant Principals

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: Bi-weekly assessments Teacher-made Assessments

G10. Our goal for the 2014 school year is to decrease the number of students who failed two or more courses in any subject in Grades 6-8.

G10.B1 Students that required additional support fail to participate in after school tutoring, early bird support, and Saturday School programs.

G10.B1.S1 Use of Positive Behavior Support (PBS) activities for students who adhere to norms, Token Economy, Use of MTSS/RTI Strategies and Professional Development on classroom management strategies.

Action Step 1

Monitor students grades every four weeks for success rates.

Person or Persons Responsible

PBS Team Leader, Administrative Team, Guidance Counselor, DEN Facilitator (CSI

Target Dates or Schedule

Once a month

Evidence of Completion

Student maintenance of grades during each reporting period.

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

The implementation of meeting sessions with the counselors.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Grade Book

Plan to Monitor Effectiveness of G10.B1.S1

The implementation of meeting sessions with the counselors.

Person or Persons Responsible

PBS Team Leader, Administrative Team, Guidance Counselor, DEN Facilitator (CSI).

Target Dates or Schedule

Monthly

Evidence of Completion

Grade Book

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

Coconut Palm K-8 Academy is dedicated to richly impacting the lives of all students with programs geared to bridge, prepare, and connect learners to 21st century global learning beyond classroom walls. We will enrich the lives of all of our students, by providing a rich array of interconnected programs that will move instruction to include:
• Coconut Palm's Choice Program - Agriscience Engineering and Environmental Science
• Ready Schools Initiative
• Positive Behavior Support Program (PBS)
• Curriculum embedded Technology (Interactive Learning using Promethean) Computer assisted Instruction and the use of IPADS and Outdoor classroom via a variety of campus gardens
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.. In addition, Coconut Palm K-8 Academy uses Title I funding for additional services such as hourly teachers, paraprofessionals, software, hardware and supplemental materials.
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and

Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

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 data from the 2013 FCAT 2.0 in Reading indicates that 40% of the students in grades 3-8 achieved Level 3 or higher. Our 2014 goal is for 55% to score at Level 3 or higher.

G1.B1 The data from the 2013 FCAT 2.0 in Reading indicates that 39% of the Black subgroup scored at Level 3 or higher. The target is to reach 53% on the 2014 FCAT 2.0 Reading. The data from the 2013 FCAT 2.0 in Reading indicates that 45% of the Hispanic subgroup scored at Level 3 or higher. The target is to reach 57% on the 2014 FCAT 2.0 Reading. The data from the 2013 FCAT 2.0 in Reading indicates that 47% of the White subgroup scored at Level 3 or higher. The target is to reach 66% on the 2014 FCAT 2.0 Reading. The data from the 2013 FCAT 2.0 in Reading indicates that 41% of the ED subgroup scored at Level 3 or higher. The target is to reach 54% on the 2014 FCAT 2.0 Reading. The data from the 2013 FCAT 2.0 in Reading indicates that 29% of the ELL subgroup scored at Level 3 or higher. The target is to reach 47% on the 2014 FCAT 2.0 Reading.

G1.B1.S1 Teacher will provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the core curriculum.

PD Opportunity 1

Grade 3 teachers will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Main idea may be stated or implied.

Facilitator

Secondary Reading Coach

Participants

Reading and Social Sciences Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year.

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

G1.B1.S3 For Grade 4, teach students to identify and interpret elements of story structure within and across texts.

PD Opportunity 1

Teachers will teach reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal.

Facilitator

Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

G1.B1.S4 For Grade 5. More instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students should use sentence and word context to determine meaning.

PD Opportunity 1

Teachers will teach reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal.

Facilitator

Reading Coach

Participants

Reading and Social Sciences Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year.

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

G1.B1.S6 For Grade 7, Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed.

PD Opportunity 1

Teachers will teach reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal.

Facilitator

Secondary Reading Coach

Participants

Reading and Social Science Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

G1.B1.S7 For Grade 8, students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

PD Opportunity 1

Teachers will teach reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal.

Facilitator

Secondary Reading Coach

Participants

Reading and Social Science Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

G1.B2 The data from the 2013 FCAT 2.0 in Reading indicates that 22% of the Level 3 students scored at Level 3 or higher. The target is to reach 33% on the 2014 FCAT 2.0 Reading.

G1.B2.S1 Teacher will provide students with opportunities to read text beyond grade level in all content areas, with increased emphasis on cross-content reading throughout the core curriculum.

PD Opportunity 1

Students will be given opportunities to dissect higher tier reading text in reading.

Facilitator

Secondary Reading Coach

Participants

Reading and Social Sciences Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year.

Evidence of Completion

Formative: Bi-weekly assessments

G1.B3 The data from the 2013 FCAT 2.0 in Reading indicates that 18% of the Level 4-5 students scored at Level 3 or higher. The target is to reach 23% on the 2014 FCAT 2.0 Reading.

G1.B3.S1 More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include for higher tiered text: • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and • encouraging students to read from a wide variety of texts.

PD Opportunity 1

Teacher will provide students with opportunities to read higher tiered text in all content areas, with increased emphasis on cross-content reading throughout the core curriculum.

Facilitator

Secondary Reading Coach

Participants

Reading and Social Sciences Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year.

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

G1.B4 The data from the 2013 FCAT 2.0 Reading indicates that 63% of the students in the Learning Gains category scored at Level 3 or higher. The target is to reach 67% on the 2014 FCAT 2.0 Reading.

G1.B4.S1 Provide reading intervention daily for 30 minutes.

PD Opportunity 1

Teacher will provide students with opportunities for differentiated instruction and computer based interventions.

Facilitator

Reading Coach

Participants

Reading and Social Sciences Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year.

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

G1.B5 The data from the 2013 FCAT 2.0 Reading indicates that 70% of the students in the Lowest 25% category scored at Level 3 or higher. The target is to reach 73% on the 2014 FCAT 2.0 Reading.

G1.B5.S1 Teacher will provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the core curriculum.

PD Opportunity 1

Classroom walkthroughs Professional Development

Facilitator

Secondary Reading Coach

Participants

Reading and Social Sciences Teachers

Target Dates or Schedule

Bi-weekly on Thursday for Core Curriculum Monthly for Success Maker and Reading Plus

Evidence of Completion

Bi-weekly Assessments PD Agenda Sign-in roster Classroom walkthrough checklist

G1.B7 The data from the 2013 CELLA Reading indicates that 25% of the students met the target. The 2014 CELLA target is for students to obtain 33% of higher.

G1.B7.S1 Teachers will use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier.

PD Opportunity 1

Teachers should use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier.

Facilitator

Secondary Reading Coach

Participants

Reading and Social Sciences Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year.

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

G1.B8 The data from the 2013 CELLA Writing indicates that 15% of the students met the target. The 2014 CELLA target is for students to obtain 24% of higher.

G1.B8.S1 The teacher will incorporate the following steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.

PD Opportunity 1

Students will maintain a writing response journal.

Facilitator

Secondary Reading Coach

Participants

Reading and Social Sciences Teachers

Target Dates or Schedule

Bi-weekly and will be implemented all year.

Evidence of Completion

Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports AR Comprehension Quizzes.

G2. The data from the 2013 FCAT in Writing indicates that 46% of the students in grades 4 and 8 achieved Level 3.5 or higher. Our 2014 goal is for 51% to score at Level 3.5 or higher.

G2.B1 An area of concern as noted on the 2013 FCAT Writing Test, students lack the necessary conventions to formulate adequate sentence structure.

G2.B1.S1 Plan for and deliver writing lessons that follow an instructional routine.

PD Opportunity 1

Develop a Writing Plan.

Facilitator

District Personnel and Instructional Coaches

Participants

All 4th and 8th grade teachers

Target Dates or Schedule

11/19/2013

Evidence of Completion

Vocabulary enhancement Writer's Notebook-feedback

PD Opportunity 2

Ensure observable instructional practices and lesson plans reflect specific strategies (mini-lessons) that implement effective writing strategies.

Facilitator

Lesson plan indicating evidence of mini-lessons for Differentiating Instruction in writing ? Observable writing instruction in small groups with teacher feedback

Participants

Target Dates or Schedule

11/19/13

Evidence of Completion

G3. The data from the 2013 FCAT 2.0 in Math indicates that 55% of the students in grades 3-8 achieved Level 3 or higher. Our 2014 goal is for 63% to score at Level 3 or higher.

G3.B1 The data from the 2013 FCAT 2.0 in Math indicates that 50% of the Black subgroup scored at Level 3 or higher. The target is to reach 57% on the 2014 FCAT 2.0 Math. The data from the 2013 FCAT 2.0 in Math indicates that 59% of the Hispanic subgroup scored at Level 3 or higher. The target is to reach 68% on the 2014 FCAT 2.0 Math. The data from the 2013 FCAT 2.0 in Math indicates that 53% of the White subgroup scored at Level 3 or higher. The target is to reach 66% on the 2014 FCAT 2.0 Math. The data from the 2013 FCAT 2.0 in Math indicates that 54% of the ED subgroup scored at Level 3 or higher. The target is to reach 62% on the 2014 FCAT 2.0 Math. The data also shows that lowest reporting category is Geometry and Measurement with only 43% correctly answered in grade 5, 33% correctly answered in grade 6, 38% in correctly answered in grade 7 and 29% correctly answered in grade 8.

G3.B1.S2 Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area and apply those concepts to solve real-world problems.

PD Opportunity 1

The teachers will infuse with a Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Facilitator

Math Coach

Participants

All math teachers.

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Math Journal Entry

G3.B4 The data from the 2013 FCAT 2.0 Math indicates that 19% of the Level 4-5 students scored at Level 3 or higher. The target is to reach 23% on the 2014 FCAT 2.0 Math.

G3.B4.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

PD Opportunity 1

The teachers will infuse with a Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Facilitator

Math Coach

Participants

All math teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Math Journal Entry

G3.B5 The data from the 2013 FCAT 2.0 Math indicates that 63% of the students in the Learning Gains category scored at Level 3 or higher. The target is to reach 67% on the 2014 FCAT 2.0 Math.

G3.B5.S1 Support mathematical fluency and problem solving skills in the areas of: multiplication, patterns, and graphs by providing time to practice and apply learned concepts in real-life situations

PD Opportunity 1

The teachers will infuse with a Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Facilitator

Math Coach

Participants

All math teachers.

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Math Journal Entry

G3.B6 The data from the 2013 FCAT 2.0 Math indicates that 71% of the students in the Lowest 25% category scored at Level 3 or higher. The target is to reach 74% on the 2014 FCAT 2.0 Math.

G3.B6.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

PD Opportunity 1

The teachers will infuse with a Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Facilitator

Math Coach

Participants

All math teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Math Journal Entry

G4. The data from the 2013 FCAT 2.0 in Math Acceleration indicates that 92% of the students in 8th grade achieved Level 3 or higher. Our 2014 goal is for 93% to score at Level 3 or higher.

G4.B1 This deficiency is due to students' ineffectively utilizing problem solving skills.

G4.B1.S1 Utilizing the problem solving model to monitor core instruction and Differentiated Instruction to remediate instructional focus on mathematical benchmarks in areas where students making learning gains have demonstrated needs.

PD Opportunity 1

Grade level teams will review results of common assessment data to drive instruction. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks.

Facilitator

Math Coach

Participants

Eighth grade math teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data Reports from Edusoft

G5. The data from the 2013 FCAT 2.0 in Algebra I indicates that 92% of the students in Algebra I achieved Level 3 or higher. Our 2014 goal is for 93% to score at Level 3 or higher.

G5.B1 The data from the 2013 EOC in Algebra I indicates that students displayed difficulty with Polynomials. Student scored at 43% on the 2013 EOC Algebra I assessment.

G5.B1.S1 Conduct collaborative planning sessions on the effective use of the instructional clock to include the mathematics problem solving process, process monitoring and assessment for student learning.

PD Opportunity 1

Conduct collaborative planning sessions on the effective use of the instructional clock to include the mathematics problem solving process, process monitoring and assessment for student learning.

Facilitator

Math Coach

Participants

All Algebra I teachers.

Target Dates or Schedule

Ongoing Bi-monthly

Evidence of Completion

Planning session agenda/reflection Problem Solving artifacts (Apply It, Problem Solving) Planning development materials (handouts, Powerpoints and materials

G6. The data from the 2013 FCAT Science indicates that 28% of the students in Grade 5 achieved Level 3 or higher and students in grade 8 achieved Level 3 or higher is 36%. Our 2014 goal is for grade 5 is 35% and Grade 8 is 46% at Level 3.

G6.B1 The anticipated barrier is the student's inability to read on grade level and grasp difficult scientific concepts.

G6.B1.S1 Grade 5 Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. Instruction in grades K-5 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides. Grade 8 Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking. Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts.

PD Opportunity 1

Utilize the Next Generation Sunshine State Standards/Common Core Standards and pacing guides when planning and delivering lessons.

Facilitator

Ms. Tweedy (CSS) Ms. Valdez (Teacher)

Participants

Grade 5 Science Teachers

Target Dates or Schedule

October 28, 2013

Evidence of Completion

Lesson Plans Student wok samples (journals and folders)

PD Opportunity 2

Provide teachers with professional development on effective collaborative planning using Pacing Guides, hands-on activities and interactive science journals.

Facilitator

Ms. Tweedy

Participants

Grade 5 Teachers

Target Dates or Schedule

October 23, 2013

Evidence of Completion

Agenda and sign in sheet

G9. Civic instructors will integrate the Common Core Reading Standards for Literacy in Civics and U.S. History into content area curriculum.

G9.B1 The data from the 2013 Baseline Civics Assessment indicates that 33% of thestudents scored at 70% or higher. Students displayed the most difficulty in the area of Organization and Function of Government.

G9.B1.S1 Conduct a common planning session focused on how to effectively use/ create: Lesson Plan development of implementing the District lesson plans/utilization of the pacing guide

PD Opportunity 1

Civic Teachers will utilize common planning to create focused lesson plans as indicated in the pacing guide.

Facilitator

Dr. Sherrilyn Scott

Participants

Civics and US History teachers

Target Dates or Schedule

November 19, 2013

Evidence of Completion

Classroom Lesson Plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The data from the 2013 FCAT 2.0 in Reading indicates that 40% of the students in grades 3-8 achieved Level 3 or higher. Our 2014 goal is for 55% to score at Level 3 or higher.	$18,000
G3.	The data from the 2013 FCAT 2.0 in Math indicates that 55% of the students in grades 3-8 achieved Level 3 or higher. Our 2014 goal is for 63% to score at Level 3 or higher.	$7,508
G6.	The data from the 2013 FCAT Science indicates that 28% of the students in Grade 5 achieved Level 3 or higher and students in grade 8 achieved Level 3 or higher is 36%. Our 2014 goal is for grade 5 is 35% and Grade 8 is 46% at Level 3.	$75,000
G7.	The goal for the 2014 school year is to increase the number of students participating in the Science Fair.	$300
G10.	Our goal for the 2014 school year is to decrease the number of students who failed two or more courses in any subject in Grades 6-8.	$500
	Total	$101,308

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
Title 1	$100,508	$300	$100,808
ESSAC	$500	$0	$500
Total	$101,008	$300	$101,308

Budget Details

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

G1. The data from the 2013 FCAT 2.0 in Reading indicates that 40% of the students in grades 3-8 achieved Level 3 or higher. Our 2014 goal is for 55% to score at Level 3 or higher.

G1.B1 The data from the 2013 FCAT 2.0 in Reading indicates that 39% of the Black subgroup scored at Level 3 or higher. The target is to reach 53% on the 2014 FCAT 2.0 Reading. The data from the 2013 FCAT 2.0 in Reading indicates that 45% of the Hispanic subgroup scored at Level 3 or higher. The target is to reach 57% on the 2014 FCAT 2.0 Reading. The data from the 2013 FCAT 2.0 in Reading indicates that 47% of the White subgroup scored at Level 3 or higher. The target is to reach 66% on the 2014 FCAT 2.0 Reading. The data from the 2013 FCAT 2.0 in Reading indicates that 41% of the ED subgroup scored at Level 3 or higher. The target is to reach 54% on the 2014 FCAT 2.0 Reading. The data from the 2013 FCAT 2.0 in Reading indicates that 29% of the ELL subgroup scored at Level 3 or higher. The target is to reach 47% on the 2014 FCAT 2.0 Reading.

G1.B1.S1 Teacher will provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the core curriculum.

Action Step 1

Grade 3 teachers will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Main idea may be stated or implied.

Resource Type

Evidence-Based Program

Resource

Florida READY Reading

Funding Source

Title 1

Amount Needed

$8,000

G1.B2 The data from the 2013 FCAT 2.0 in Reading indicates that 22% of the Level 3 students scored at Level 3 or higher. The target is to reach 33% on the 2014 FCAT 2.0 Reading.

G1.B2.S1 Teacher will provide students with opportunities to read text beyond grade level in all content areas, with increased emphasis on cross-content reading throughout the core curriculum.

Action Step 1

Students will be given opportunities to dissect higher tier reading text in reading.

Resource Type

Evidence-Based Program

Resource

Accelerated Reader Enterprise

Funding Source

Title 1

Amount Needed

$10,000

G3. The data from the 2013 FCAT 2.0 in Math indicates that 55% of the students in grades 3-8 achieved Level 3 or higher. Our 2014 goal is for 63% to score at Level 3 or higher.

G3.B1 The data from the 2013 FCAT 2.0 in Math indicates that 50% of the Black subgroup scored at Level 3 or higher. The target is to reach 57% on the 2014 FCAT 2.0 Math. The data from the 2013 FCAT 2.0 in Math indicates that 59% of the Hispanic subgroup scored at Level 3 or higher. The target is to reach 68% on the 2014 FCAT 2.0 Math. The data from the 2013 FCAT 2.0 in Math indicates that 53% of the White subgroup scored at Level 3 or higher. The target is to reach 66% on the 2014 FCAT 2.0 Math. The data from the 2013 FCAT 2.0 in Math indicates that 54% of the ED subgroup scored at Level 3 or higher. The target is to reach 62% on the 2014 FCAT 2.0 Math. The data also shows that lowest reporting category is Geometry and Measurement with only 43% correctly answered in grade 5, 33% correctly answered in grade 6, 38% in correctly answered in grade 7 and 29% correctly answered in grade 8.

G3.B1.S1 PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level

Action Step 1

Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Resource Type

Evidence-Based Program

Resource

Florida READY Math

Funding Source

Title 1

Amount Needed

$8

G3.B1.S2 Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area and apply those concepts to solve real-world problems.

Action Step 1

The teachers will infuse with a Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Resource Type

Evidence-Based Program

Resource

Florida READY Math

Funding Source

Title 1

Amount Needed

$7,500

G6. The data from the 2013 FCAT Science indicates that 28% of the students in Grade 5 achieved Level 3 or higher and students in grade 8 achieved Level 3 or higher is 36%. Our 2014 goal is for grade 5 is 35% and Grade 8 is 46% at Level 3.

G6.B1 The anticipated barrier is the student's inability to read on grade level and grasp difficult scientific concepts.

G6.B1.S1 Grade 5 Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. Instruction in grades K-5 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides. Grade 8 Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking. Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts.

Action Step 4

Increase rigor and variety in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence and reasoning; as delineated by Common Core Standards.

Resource Type

Evidence-Based Program

Resource

Science Coach

Funding Source

Title 1

Amount Needed

$75,000

G7. The goal for the 2014 school year is to increase the number of students participating in the Science Fair.

G7.B1 Students need more prior knowledge based activities in Science.

G7.B1.S1 Utilize District-published lesson plans with assessments aligned to Science Benchmarks to maximize opportunities for students to master tested content.

Action Step 1

Provide more exposure to project based Science activities.

Resource Type

Other

Resource

Science Fair Boards

Funding Source

Title 1

Amount Needed

$300

G10. Our goal for the 2014 school year is to decrease the number of students who failed two or more courses in any subject in Grades 6-8.

G10.B1 Students that required additional support fail to participate in after school tutoring, early bird support, and Saturday School programs.

G10.B1.S1 Use of Positive Behavior Support (PBS) activities for students who adhere to norms, Token Economy, Use of MTSS/RTI Strategies and Professional Development on classroom management strategies.

Action Step 1

Monitor students grades every four weeks for success rates.

Resource Type

Evidence-Based Program

Resource

Student incentive items for the PBS school store.

Funding Source

ESSAC

Amount Needed

$500