

2013-2014 SCHOOL IMPROVEMENT PLAN

Excelsior Charter Academy
18200 NW 22ND AVE
Miami Gardens, FL 33056
786-565-9188

School Demographics

School Type Combination School	Title I Yes	Free and Reduced Lunch Rate 94%
Alternative/ESE Center No	Charter School Yes	Minority Rate 100%

School Grades History

2013-14 C	2012-13 D	2011-12 C	2010-11 B
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Excelsior Charter Academy

Principal

Janell Wyatt-Ferguson/Claudia Trilles

School Advisory Council chair

Paulene Alfreus

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

Name	Title
Janell Wyatt-Ferguson	Principal
Rita Jones	Elementary Teacher
Jacqueline Ferreira	Primary Teacher
Maritza Hernandez	Elementary Teacher
Angela Pacheco	Middle School Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The SAC membership includes:

J. Wyartt Ferguson (Principal)
 Maritza Hernandez (Teacher)
 Christine Vazquez (Teacher)
 Pauline Alfreus (EESAC Chair)
 Chantal Jordan (Ed Support)
 Lakeydra Munnings (Alt Ed Support)
 Cynthia Pinnock-Colquit (Parent)
 Patricia Royer (Parent)
 Valene Smith (Parent)
 Rev. Cheryl Lacey (Parent)
 Shauna Wilcher (Alt Parent)
 Faith Royer (Student)

Nehemiah Reid(Alt Student)
Christopher Reid (Business/Community Representative)

Involvement of the SAC in the development of the SIP

The SAC involvement in the development of the school improvement plan were as follows:

- Assistance in the establishment of school improvement planning team with clear roles and responsibilities;
- Reviewed the teams self-assessment, of current school practices and programs designed to improve student achievement
- Reviewed student performance data and determine achievement gaps (which students are falling behind and in which areas);
- Reviewed the teams evaluation of possible contributing factors (conditions, issues, practices, or policies) and provided additional input;
- Reviewed the action plan developed by the team and provided feedback;
- Will ensure the plan is monitored for effectiveness as well as timely implementation.

Activities of the SAC for the upcoming school year

The School Educational Excellence School Advisory Council will focus on ensuring improved student achievement. The goal of the Council will be to achieve consensus in decision making. The focus of the goal is in the preparation and evaluation of the School Improvement Plan (SIP) as it directly impacts the delivery of the educational program and services required by Florida’s High Quality Educational System and the Miami Dade County Public Schools Strategic Planning Goals.

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

The projected use of SAC funds (\$1215.00) include:

- The provision of student incentives for tutorial and interventions in reading, writing, mathematics and science (\$615.00)
- Supplemental reading materials for small-group instruction and tutoring (\$600.00)

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Janell Wyatt-Ferguson/Claudia Trilles

Principal

Years as Administrator: 7

Years at Current School: 2

Credentials

M.S. Ed. Leadership
 B.A. Elementary Education
 Urban Education

Performance Record

2013
 School Grade: D
 FCAT Reading Proficiency: %
 FCAT Math Proficiency: %
 Learning Gains - Reading:
 Learning Gains-Math:
 Learning Gains-Reading 25%:
 Learning Gains-Math 25%:
 2012
 School Grade: C
 FCAT Reading Proficiency: 40%
 FCAT Math Proficiency: 39%
 Learning Gains - Reading: 70%
 Learning Gains-Math: 58%
 Learning Gains-Reading 25%: 86%
 Learning Gains-Math 25%: 86%
 2011
 School Grade: C
 FCAT Reading Proficiency: 55%
 FCAT Math Proficiency: 64%
 Learning Gains - Reading: 57 %
 Learning Gains-Math: 70 %
 Learning Gains-Reading 25%: 68%
 Learning Gains-Math 25%: 70%
 2010
 School Grade: C
 FCAT Reading Proficiency: 54%
 FCAT Math Proficiency: 64%
 Learning Gains - Reading: 58%
 Learning Gains-Math: 52%
 Learning Gains-Reading 25%: 45%
 Learning Gains-Math 25%: 67%
 2009
 School Grade: A
 FCAT Reading Proficiency: 41%
 FCAT Math Proficiency: 48%
 Learning Gains - Reading: 49%
 Learning Gains-Math: 65%
 Learning Gains-Reading 25%: 61%
 Learning Gains-Math 25%: 76%

Classroom Teachers

of classroom teachers

13

receiving effective rating or higher

0%

Highly Qualified Teachers

77%

certified in-field

10, 77%

ESOL endorsed

5, 38%

reading endorsed

2, 15%

with advanced degrees

1, 8%

National Board Certified

0, 0%

first-year teachers

1, 8%

with 1-5 years of experience

11, 85%

with 6-14 years of experience

2, 15%

with 15 or more years of experience

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

The school's strategies to recruit and retain highly qualified, effective teachers to the school are as follows:

Recruitment-

- Posting on job recruitment websites, such as www.teacher-teacher.com
- Attend district job and recruitment fairs
- Communicate with colleges and universities (advisors, professors, and career centers) to solicit

referrals of quality interns and graduates

Retention-

- Provide effective teachers with schools-based leadership opportunities
 - Provide instructional support to teachers through collaborative planning, modeling , coaching and professional development
- Offer teachers retention bonuses

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 school currently does not employ any teachers requiring mentoring. However, if any were to be hired the following outlines the school's teacher mentoring plan:

- The mentee will be paired with a mentor with one-to-one mentoring based upon similar job tasks and responsibilities

- Mentoring activities will include, but not limited to:

Collaborative Planning, Modeling and shadowing with continuous feedback/discussions, Data coaching

Action Steps:

New teachers will be provided with professional development prior to the opening of school as well as assistance with classroom preparation and instructional planning. The mentor and mentee will meet monthly to implement above mentioned mentoring activities. These activities will be monitored by administration to ensure fidelity of implementation and effectiveness.

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

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

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

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

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students

who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1 (Leadership Team)

Administrator, Janell Wyart-Ferguson, who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

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

- School reading and math teachers (Pacheco, Gibbs)
- Special education personnel (Alfreus)

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

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

Tier 3 SST

Members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

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

Data Sources

Academic

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

Behavior

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

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

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

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students**Minutes added to school year: 3,840**

Key principles of increased/extended learning through before/after school programming:

1. Teaching complements core instruction by previewing, reviewing, re-teaching and providing additional practice on specific standards and relevant application of knowledge
 - Specific standards where students show weakness are identified prior to design of program
 - Lesson plans and resources are developed that preview, review, assess progress and provide practice on selected standards
2. Flexible grouping of students takes place based on student needs and assessment data
 - Students are grouped by academic needs and skill deficits
 - Student assignment is revisited at least twice during the year to ensure that students are receiving the right supports
3. Continuous monitoring of student progress takes place to evaluate impact and adjust content and instructional strategies
 - Quarterly teachers examine student progress through formative assessments and discussion with other teachers
 - Curriculum adjusted based on interim and quarterly assessment results
 - Students are involved in goal-setting and charting their own progress
4. Opportunities for communication and collaboration among teachers are built into the school schedule to allow for discussion of instructional practices and student needs
 - Time is available for teachers to meet at least weekly to discuss student progress and needs as well as lesson plans and instructional practices to meet those needs – discussion focuses on academic support classes as well as core academic classes
 - There is clear and regular communication between core classroom teachers and academic support/intervention teachers
5. Adequate time is provided for struggling students to get the additional academic support they need while maintaining a balance of academics and enrichment
 - Students who need additional support receive at least 3-5 hours per week of tiered intervention tailored specifically to their needs
 - Time for academic support may reduce time spent in enrichment activities but does not eliminate that time altogether

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected continuously through daily activities that will “check” student’s understanding, bi-weekly through benchmark assessments and quarterly assessments that provide opportunities for students to demonstrate mastery of sets of skills as well as maintain any formerly mastered skills and concepts. Effectiveness of strategies is determined by the amount of students that have demonstrated mastery and adjusted accordingly. The person that will monitor implementation of the before/after school program is administration and/or the designee that will assist in the planning and coordination of curriculum.

Who is responsible for monitoring implementation of this strategy?

Administration is responsible for monitoring implementation of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Janell Wyartt-Ferguson	Principal
Krista Gibbs	Middle School LA Teacher
Jacqueline Ferreira	Primary Teacher
Rita Jones	Elementary Teacher
Maritza Hernandez	Elementary Teacher

How the school-based LLT functions

The Literacy Leadership Team (LLT) oversees the implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP) at the school site level. The LLT monitors the use of instructional materials related to reading instruction data analysis and interpretation, professional development, and technology.

The LLT addresses issues related to reading instruction, professional development activities, mentoring, and data analysis and interpretation at the classroom level.

The role of the school-based Literacy Leadership Team (LLT) includes the following:

- provide a common vision for the use of data-based decision-making,
- ensure that selected/targeted literacy strategies are implemented that support initiatives;
- conduct a survey to assess the professional development needs of school staff and provide training in those areas highlighted as needs to support understanding and proper implementation of the CRRP.
- monitor instructional planning to ensure alignment to the CRRP
- ensure that intervention and support are implemented and documented,
- communicate with parents regarding school-based Reading plans and activities.

Major initiatives of the LLT

The focus of the LLT this year will be to support implementation of the CRRP and promote literacy across the curriculum. The following outlines some of the steps that will be taken to support this focus:

- Hold weekly teacher team meetings to discuss students they have in common and to align instruction. These regular meetings will allow for teachers to plan for consistency in instruction across subject areas that will ensure a comprehensive and coordinated literacy program.
- Increase the use of technology as a medium for literacy. Technology will be used as an instructional tool and to provide support for struggling students.
- Implementation of the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring levels of text and amount of student reading.
- Complete an Assessment/Curriculum Decision Tree to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to create capacity of reading knowledge within the school.
- Assist in promoting independent reading by providing classroom libraries so that structured independent reading will be incorporated into all reading classes as indicated through the Comprehensive Intervention Reading Program (CIRP).
- Provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice.
- Writing will be incorporated across the curriculum through the utilization of the research-based strategies, philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms).
- Provide professional development based upon student assessment data, classroom observational data, the professional development listed on the teachers' IPDP form, and district and state reading requirements that could impact reading instruction at the school.

- Use student assessment data to evaluate the resources needed to meet the needs of teachers and students and include resources in a professional library established for all staff when applicable. Ultimately we will ensure that Reading takes place across the curriculum.

Every Teacher Contributes to Reading Instruction

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

1. Look at data on students, classroom instruction, school collaboration, leadership, and parent partnerships to determine needs for improvement of reading instruction and student achievement in reading.

- Consider student performance in relation to standards
- Consider effectiveness of classroom reading instruction
- Consider time spent on reading instruction/balance in reading instruction across the school.
- Consider school climate, extent of collaboration, extent of shared leadership, extent of parent partnerships

2. Develop a detailed plan for professional development that teaches the strategies that can be used schoolwide . Successful schools have ongoing professional development and a strong sense of community.

The strategies are:

- Read-Alouds
- K-W-L Charts
- Graphic Organizers
- Vocabulary Instruction
- Writing to Learn
- Structure Note-taking
- Reciprocal Teaching

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

Transition to Kindergarten Plan:

Goals and Strategies

1. Develop a set coordinated transition and orientation to kindergarten experiences that result in children that are ready to be successful and ensure our school is ready to receive children and their families.

- Provide coordinated and consistent communication, such as informational materials/letters, and events for families' of young children about early development, learning and transition to kindergarten. Excelsior will communicate about these activities and plan, advertise and implement transition/orientation activities for young children.

- Provide information, support and opportunities for Pre-K and Kindergarten teachers to learn about and engage in meaningful transition activities

- Develop support materials on a variety of transition activities, schedule and structure collaboration between teachers so that they can network and share learning and establish a team that will coordinate/direct transition activities for Pre-K and Kindergarten teachers.

2. Assess incoming kindergarten student on each of the five domains of development to inform, plan and develop effective school readiness and transition initiatives

- Gather information about the pre-k students' child care and early experiences prior to entering kindergarten.
- Implement a kindergarten assessment that assess students in the five domains:

- Cognitive development,
- Language and communication,
- Health and physical development,
- Social and emotional development, and
- Approaches to learning
- Develop protocol for using any health assessments as a source of data for the health and physical development domain.

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 school incorporates college and career readiness by ensuring that middle school students receive the support and guidance they need to make sound decisions regarding life after middle school and through high school, ECA will create a system of college and career advising and provide students with a Individual Career/College Readiness plan as a resource to guide their decisions.

Theory of Action:

If ECA has access to research-based guidance, support, resources and tools to implement and effectively deliver comprehensive, on-going advising framed around the Individual Career/College Readiness plan, and when ECA implements this system of advising with fidelity (monitor data and outcomes and subsequently adjust the advising system to best meet the needs of students), then students in grades 6-8 will set achievable goals aligned with their individual career assessment recommendations, successfully complete appropriate and rigorous coursework, and have the opportunity to utilize skills and knowledge to make sound decisions that prepare them for life after high school.

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

ECA will promote academic and career planning by:

1. Examining the policies and practices that govern entrance into rigorous classes.

Work with your school's master scheduler to ensure there are sufficient sections of rigorous courses so all students have opportunities to participate.

2. Collaborate with teachers, including those who are certified to teach high school, gifted, AP courses, and other rigorous courses to develop strategies to help more students succeed (e.g., using technology and experiential learning, tutoring, extra study time and special skills sessions).

3. Collaborate with teachers and students to build peer support networks to assist traditionally underserved students, first-generation students, and others who may need extra help with rigorous courses.

The focus on each level:

Elementary school will create early awareness, knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career readiness.

Middle school will create opportunities to explore and deepen college and career knowledge and skills necessary for academic planning and goal setting.

Strategies for improving student readiness for the public postsecondary level

Considering the demand for workers with higher levels of education and the known challenges for basic skills students, ECA will promote the creation of pathways that enable students to move into high school and lay the groundwork for a postsecondary education and training programs, complete credentials, and transition into careers or to four-year colleges.

ECA will implement the following strategies to:

- Create a "bridge" programs that ease the transition to postsecondary education by integrating basic skills instruction (or English language instruction) with higher-level academic content or technical skills training; Dually enroll basic skills students in occupational or academic coursework; Contextualize basic skills instruction with occupational skills training or other college-level academic content;
- Require that college academic assessment be coupled with personalized academic and career guidance so that students can find the best fit for their skills and goals among developmental options connected to college and career pathways; Promote college-going aspirations for by developing pathways, with achievable milestones; and Set goals and performance measures that give developmental education program incentives to prepare students to enroll in and succeed in college.

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	45%	38%	No	51%
American Indian				
Asian				
Black/African American	43%	40%	No	48%
Hispanic	52%	29%	No	57%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	43%	39%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	27%	35%
Students scoring at or above Achievement Level 4	17	13%	16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		84%	86%

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)		<i>[data excluded for privacy reasons]</i>	62%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	34%

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	17	35%	42%
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	42%	38%	No	48%
American Indian				
Asian				
Black/African American	40%	39%	No	46%
Hispanic	43%	29%	No	48%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	42%	38%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	30%	38%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		47%	52%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	[data excluded for privacy reasons]		10%
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		52%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%

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	[data excluded for privacy reasons]		37%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		12%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		21%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		18%

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)	0		4
Participation in STEM-related experiences provided for students	0	0%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	5%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	5%
Students taking CTE industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE industry certification exams		0%	5%
CTE program concentrators	0	0%	5%
CTE teachers holding appropriate industry certifications	0	0%	5%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	31	12%	11%
Students retained, pursuant to s. 1008.25, F.S.	8	5%	4%
Students who are not proficient in reading by third grade	8	53%	48%
Students who receive two or more behavior referrals	2	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	2%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	31	12%	11%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	5	7%	6%
Students who fail two or more courses in any subject	2	3%	2%
Students who receive two or more behavior referrals	2	1%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	5	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

ECA with parents in the community, will develop a parent involvement plan that reflects practices that enhance parent and community involvement and reflect the specific needs of each school within the district.

1. Communication: Schools and the parent community will communicate regularly and clearly about academic opportunities, school performance, student progress and parent/guardian activities.

Communication Activities:

- Parent Teacher Conferences
- Telephone communication sent from school and district staff

2. Parenting: Schools and the parent community will work together to support parenting skills and activities that prepare children for school and support ongoing achievement.

Parenting Activities:

- Curriculum/Open House Nights
- Parent Workshops/Evenings
- Parent Orientation Presentations

- Parent Transition Meetings

- Family Activity Nights

3. Student Learning: Schools will encourage parents to support the academic achievement of their children.

Student Learning Activities:

- Continuous communication on academic progress

- Parent Workshops on Homework Support

- Curriculum Nights

4. Volunteerism: Schools will encourage parents and community members to volunteer in schools to support school improvement and student success.

Volunteer Activities:

- Room Parents

- Flexible Assistance for School and Classroom Programs/Events (beyond the school day)

- Mentoring/Tutoring Students

- Chaperoning Activities

5. School Decision Making: Schools will encourage parents and community members to collaborate on educational decisions that affect students and schools.

Decision Making Activities:

- School Improvement Committees

- School Advisory Groups

- Parent feedback/input on current/new programs, initiatives and practices

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parent Participation in School Events	8	50%	75%
Opportunities to volunteer	4	100%	100%

Goals Summary

- G1.** ECA's proficiency of all students on the 2013 FCAT 2.0 Reading is 38 percent. The goal is to increase student achievement to 51 percent; thus, reflecting a 13 percentage point increase.
- G2.** ECA's data indicates that 35 percent of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency to 42 percent; thus, reflecting an increase of 7 percentage points.
- G3.** ECA's proficiency of all students on the 2013 FCAT 2.0 Math is 27 percent. The goal is to increase student proficiency by 8 percentage points from 27 percent to 35 percent.
- G4.** ECA addresses middle school acceleration by increasing participation in EOC's. ECA is offering a course in Algebra I to advanced students. The goal for student performance is to achieve a proficiency level of 41 percent on the EOC Algebra I.
- G5.** ECA's students' were not administered the 2013 Algebra I EOC. The District's performance on the 2013 Algebra I is 39% proficient. Our goal is to increase to 42 percent, reflecting a 3 percentage point increase.
- G6.** The goal for 5th Grade on 2014 FCAT Science is to improve student achievement from 33 percent to 37percent; thus, reflecting an increase 4 of percentage points.
- G7.** The goal for 8th Grade on 2014 FCAT Science is to improve student achievement from 16 percent to percent; thus, reflecting an increase of 5 percentage points.
- G8.** The STEM goal is to implement problem-solving, discovery and exploratory learning ensuring engagement in finding solutions, increasing collaborative research projects & blending critical thinking experiences from 0 to 4 with 100 percent participation.
- G9.** The goal is to strengthen Career and Technical Education (CTE) by increasing the use of Career Academy National Standards of Practice and using CTE curriculum.
- G10.** The goal for EOC Civics is to improve student performance from 33.9 percent, as noted on the District's baseline assessment, to 41 percent for Level 3 and from 6.1 percent to 7 percent for Level 4.
- G11.** ECA's attendance goal for the 2013-14 school year is to reduce the percentage of students missing 10 percent of instructional time from 12 to 11 percent. Our goal is to reduce behavior referrals that lead to suspension from 2 percent to 1 percent.
- G12.** ECA's attendance goal for the 2013-14 school year is to reduce the percentage of students missing 10 percent of instructional time from 12 to 11 percent. Our goal is to reduce behavior referrals that lead to suspension from 2 percent to 1 percent.

Goals Detail

G1. ECA's proficiency of all students on the 2013 FCAT 2.0 Reading is 38 percent. The goal is to increase student achievement to 51 percent; thus, reflecting a 13 percentage point increase.

Targets Supported

Resources Available to Support the Goal

- Technology: Max Scholar and Learning through Sports

Targeted Barriers to Achieving the Goal

- Students in the subgroups Black, Hispanic and ED did not meet 2013 AMO targets. The common area of deficiency noted for those subgroups on the 2013 administration of the FCAT 2.0 Reading assessment were reporting category 2 – Reading Application and in reporting category 1 - Vocabulary.
- Students scoring at Achievement Level 3 in reading on the 2013 FCAT 2.0 were 27%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 8 %age points. The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 1 – Vocabulary for students scoring at Level 3.
- Students scoring at or above Achievement Level 4 in reading on the 2013 FCAT 2.0 were 13%. The goal is to improve student achievement by increasing the percentage of students achieving at or above level 4 to 26%; thus, reflecting an increase of 8%age points. The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 4 – Informational Text and Research Process for students scoring at or above Achievement Level 4
- Students that made learning gains in reading on the 2013 FCAT 2.0 were 69%. The goal is to increase the percentage of students making learning gains to 72%; thus, reflecting an increase of 3%age points. The area of deficiency noted was reporting category 2 and 3 – Reading Application and Literary Analysis for all students making learning gains.
- Students in the lowest 25% that made learning gains in reading on the 2013 FCAT 2.0 were 84%. The goal is to increase the percentage of students in the lowest 25% making learning gains to 86%; thus, reflecting an increase of 2%age points. The area of deficiency noted was reporting category 1 and 2 – Vocabulary and Reading Application for students in the lowest 25% making learning gains.
- Student performance data indicates that 58% of students scored proficient in listening/speaking on the CELLA. The goal for the 2014 CELLA is to increase proficiency by 4 percentage points, from 58% to 62%. A noted area of deficiency was listening and speaking. Students were unable to speak in English and understand spoken English that is at or above grade level due to the limited exposure to English at home.
- Student performance data indicates that 36% of students scored proficient in reading on the CELLA. The goal for the 2014 CELLA is to increase proficiency by 6 percentage points, from 36% to 42%. A noted area of deficiency was reading, specifically Vocabulary. Students require support in higher order thinking/critical thinking skills as well as support to improve comprehension of vocabulary.
- Student performance data indicates that 27% of students scored proficient in writing on the CELLA. The goal for the 2014 CELLA is to increase proficiency by 7 percentage points, from 27% to 34%. A noted area of deficiency was writing. Students have not mastered an understanding of conventions/grammar as well as lack the ability to organize thoughts/ brainstorm in preparation for writing.

Plan to Monitor Progress Toward the Goal

Review, analysis of and debriefing about: •Formative: Interim and school-based/classroom assessments
•Summative: 2014 FCAT 2.0 Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly, Quarterly and Annually

Evidence of Completion:

Results from: Formative: Interim and school-based/classroom assessments •Summative: 2014 FCAT 2.0 Assessment

G2. ECA's data indicates that 35 percent of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency to 42 percent; thus, reflecting an increase of 7 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- FCAT Writing Rubrics; Writing portfolios; School-wide writing plan

Targeted Barriers to Achieving the Goal

- As noted on the 2013 FCAT 2.0 Writing 8th Grade Assessment, an area of deficiency is focus and organization.
- As noted on the 2013 FCAT 2.0 Writing 4th Grade Assessment, an area of deficiency is conventions.

Plan to Monitor Progress Toward the Goal

Review, analysis of and debriefing about: -Formative: Data from monthly writing assessments and school-based/classroom assessments -Summative: 2014 FCAT 2.0 Writing Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly, Quarterly and Annually

Evidence of Completion:

Results from: -Formative: Data from monthly writing assessments and school-based/classroom assessments -Summative: 2014 FCAT 2.0 Writing Assessment

G3. ECA's proficiency of all students on the 2013 FCAT 2.0 Math is 27 percent. The goal is to increase student proficiency by 8 percentage points from 27 percent to 35 percent.

Targets Supported

Resources Available to Support the Goal

- Hands on Math; Manipulatives; State-adopted textbooks; Learning through Sports; Technology: IXL

Targeted Barriers to Achieving the Goal

- Students in the subgroups Black, Hispanic and ED did not meet 2013 AMO targets. The common area of deficiency noted for those subgroups on the 2013 administration of the FCAT 2.0 Math is Number: Base Ten and Fractions and Geometry and Measurement for all subgroups
- Students scoring at Achievement Level 3 in Math on the 2013 FCAT 2.0 were 30%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 8 %age points. The common area of deficiency as noted on the 2013 FCAT Mathematics assessment in Grades 3-5 Number: Base Ten and Fractions and in Grades 6-8 Geometry and Measurement for students scoring at Achievement Level 3.
- Students scoring at or above Achievement Level 4 in Math on the 2013 FCAT 2.0 were 7%. The goal is to improve student achievement by increasing the percentage of students achieving at or above level 4 by 3 %age points. The common area of deficiency as noted on the 2013 FCAT Mathematics assessment is Geometry and Measurement for students scoring at or above Achievement Level 4.
- Students that made learning gains in math on the 2013 FCAT 2.0 were 60%. The goal is to increase the percentage of students making learning gains by 4%age points. The common area of deficiency as noted on the 2013 FCAT Mathematics assessment is Number: Operations, Problems and Statistics and Number: Base Ten and Fractions for all students making learning gains .
- Students in the lowest 25% that made learning gains in math on the 2013 FCAT 2.0 were 47%. The goal is to increase the percentage of students in the lowest 25% making learning gains by 3%age points. The common area of deficiency as noted on the 2013 FCAT Mathematics assessment is Number: Operations, Problems and Statistics and Number: Base Ten and Fractions for students in the lowest 25% making learning gains.

Plan to Monitor Progress Toward the Goal

Review, analysis of and debriefing about: Formative: Interim and school-based/classroom assessments
Summative: 2014 FCAT 2.0 Mathematics Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly, Quarterly and Annually

Evidence of Completion:

Results from: Formative: Interim and school-based/classroom assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

G4. ECA addresses middle school acceleration by increasing participation in EOC's. ECA is offering a course in Algebra I to advanced students. The goal for student performance is to achieve a proficiency level of 41 percent on the EOC Algebra I.

Targets Supported

Resources Available to Support the Goal

- Learning through Sports; Technology:IXL

Targeted Barriers to Achieving the Goal

- Students did not participate in the EOC Algebra I because Algebra was an area of deficiency school wide and students did not demonstrate mastery of fundamental prerequisite mathematical concepts and skills
- The noted barrier to student performance in EOC Algebra I was exposure to challenging algebraic math concepts within math classes.

Plan to Monitor Progress Toward the Goal

Review, analysis of and debriefing about: Formative: Interim and school-based/classroom assessments
Summative: 2014 EOC Algebra I Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Results from: Formative: Interim and school-based/classroom assessments Summative: 2014 EOC Algebra I Assessment

G5. ECA's students' were not administered the 2013 Algebra I EOC. The District's performance on the 2013 Algebra I is 39% proficient. Our goal is to increase to 42 percent, reflecting a 3 percentage point increase.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Technology: IXL and Learning through Sports

Targeted Barriers to Achieving the Goal

- An area of deficiency as noted in the District's performance on the EOC Algebra is Polynomials and Rationals, Radicals, Quadratics, & Discrete Mathematics for Achievement Levels 3, 4 and 5.

Plan to Monitor Progress Toward the Goal

Review, analysis of and debriefing about: Formative: Interim and school-based/classroom assessments
Summative: 2014 EOC Algebra I Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Results from: Formative: Interim and school-based/classroom assessments Summative: 2014 EOC Algebra I Assessment

G6. The goal for 5th Grade on 2014 FCAT Science is to improve student achievement from 33 percent to 37percent; thus, reflecting an increase 4 of percentage points.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Brain Pop; Science manipulatives; State-adopted Textbooks

Targeted Barriers to Achieving the Goal

- The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science for students scoring at Achievement Level 3
- The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Physical Science for students scoring at or above Achievement Level 4

Plan to Monitor Progress Toward the Goal

Review, analysis of and debriefing about: Formative: Interim and school-based/classroom assessments
Summative: 2014 FCAT Science Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Results from: Formative: Interim and school-based/classroom assessments Summative: 2014 FCAT Science Assessment

G7. The goal for 8th Grade on 2014 FCAT Science is to improve student achievement from 16 percent to percent; thus, reflecting an increase of 5 percentage points.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Brain Pop; Science manipulatives; State-Adopted Textbooks

Targeted Barriers to Achieving the Goal

- The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science for students scoring at Achievement Level 3
- The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Physical Science for students scoring at or above Achievement Level 4

Plan to Monitor Progress Toward the Goal

Review, analysis of and debriefing about: Formative: Interim and school-based/classroom assessments
Summative: 2014 FCAT Science Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule:

ONgoing

Evidence of Completion:

Results from: Formative: Interim and school-based/classroom assessments Summative: 2014 FCAT Science Assessment

G8. The STEM goal is to implement problem-solving, discovery and exploratory learning ensuring engagement in finding solutions, increasing collaborative research projects & blending critical thinking experiences from 0 to 4 with 100 percent participation.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- Brain Pop; Science and Math manipulatives; CPALMS; STEM Florida Initiative Website

Targeted Barriers to Achieving the Goal

- Noted barriers to implementation of STEM experiences is the limited exposure to effective instruction that capitalizes on students' early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest. Additionally, increased exposure to a coherent structured curriculum that fosters project-based learning and connects STEM principles to instruction, coursework and educational practices.
- Noted barriers to 100% participation in STEM experiences is coordination of structured projects and available resources.

Plan to Monitor Progress Toward the Goal

Review, analysis of and debriefing about: Formative: STEM project-based assessments and school-based/classroom assessments Summative: 2014 FCAT 2.0 Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly, Quarterly and Ongoing

Evidence of Completion:

Results from: Formative: STEM project-based assessments and school-based/classroom assessments
Summative: 2014 FCAT 2.0 Assessment

G9. The goal is to strengthen Career and Technical Education (CTE) by increasing the use of Career Academy National Standards of Practice and using CTE curriculum.

Targets Supported

- CTE

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Noted barriers to offering accelerated CTE courses, number of students enrolled in CTE courses and/or taking CTE exams are the schools staffing structure and funding that does not allow for these offerings; however ECA strives to increase the use of Career Academy National Standards of Practice through Career Development courses in the middle school. The lack of implementation is the students limited exposure to Project Based Learning to focus career themed instructional planning between CTE and academic teachers for students in cohort schedules. Additionally, the provision of more opportunities for academic teachers to develop and implement integrated curriculum.
- The barrier to CTE program concentrators, especially those that incorporate STEM is that STEM instruction is not enhanced within CTE instruction; OR application of STEM skills not applied within academic content. Few opportunities for advanced level STEM learning activities within school.

Plan to Monitor Progress Toward the Goal

Review, analysis of and debriefing about: -Projects and Activities -Classroom assessments -Teacher observations -2014 FCAT Science and Math Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Results from: Classroom assessments -Teacher observations -2014 FCAT Science and Math Assessments

G10. The goal for EOC Civics is to improve student performance from 33.9 percent, as noted on the District's baseline assessment, to 41 percent for Level 3 and from 6.1 percent to 7 percent for Level 4.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- Civics EOC Assessment Test Item Specifications;

Targeted Barriers to Achieving the Goal

- Students need structured curriculum, activities and assessments that prepare and expose students to required benchmarks for Civics

Plan to Monitor Progress Toward the Goal

Review and analysis of: Formative: Rubrics, baseline testing, overall performance on response to writing prompts and test. Summative: 2014 District Civics EOC spring assessment

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

- Classroom assessments •Teacher observations EOC Civics Assessment

G11. ECA's attendance goal for the 2013-14 school year is to reduce the percentage of students missing 10 percent of instructional time from 12 to 11 percent. Our goal is to reduce behavior referrals that lead to suspension from 2 percent to 1 percent.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Student truancy has been attributed to student illnesses as well as economic situations at home due to parents' inability to transport the students to school and information on how to promote health and wellness for their children. Additionally, parents may not fully understand the impact associated with student attendance and academic progress. The barrier to decreasing student tardiness is chronic fatigue/tiredness of students.
- Noted barrier to reducing students that receive two or more behavior referrals is the students' misunderstanding and unawareness of proper behavior in a school setting and the consequences that result from improper behavior.
- Noted barrier to decreasing students being retained is the need for structure and organized proactive attempts to prevent failure, and identify at-risk children as soon as possible and immediately take action to implement best practices.
- The barrier to reducing the number of students who are not proficient in reading by grade 3 lack of interventions on targeted literacy skills.

Plan to Monitor Progress Toward the Goal

Review and analysis of: Attendance Bulletin Administrator log for students who are recognized for complying with the School Code of Conduct along with district suspension rate. Parent sign-in log for attendance to workshops. Parent conferences

Person or Persons Responsible

Administration, Teachers and Attendance Clerk

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Attendance Bulletin Discipline Referrals ISIS Counseling sessions Lesson Plans Assessments (State, District and School-based)

G12. ECA's attendance goal for the 2013-14 school year is to reduce the percentage of students missing 10 percent of instructional time from 12 to 11 percent. Our goal is to reduce behavior referrals that lead to suspension from 2 percent to 1 percent.

Targets Supported

- EWS - Middle School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Student truancy has been attributed to student illnesses as well as economic situations at home due to parents' inability to transport the students to school and information on how to promote health and wellness for their children. Additionally, parents may not fully understand the impact associated with student attendance and academic progress. The barrier to decreasing student tardiness is chronic fatigue/tiredness of students.
- Noted barrier to reducing students that receive two or more behavior referrals is the students' misunderstanding and unawareness of proper behavior in a school setting and the consequences that result from improper behavior.
- Noted barrier to reducing the number of students failing two or more courses in any subject (Grades 6-8) are students inability to overcome difficult transitions, such as -associated with stages of schooling (e.g., entry, leaving, academic progression)

Plan to Monitor Progress Toward the Goal

Review and analysis of: Attendance Bulletin Administrator log for students who are recognized for complying with the School Code of Conduct along with district suspension rate. Parent sign-in log for attendance to workshops. Parent conferences

Person or Persons Responsible

Administration, Teachers and Attendance Clerk

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Attendance Bulletin Discipline Referrals ISIS Counseling sessions Assessment (State, District, School-based)

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. ECA's proficiency of all students on the 2013 FCAT 2.0 Reading is 38 percent. The goal is to increase student achievement to 51 percent; thus, reflecting a 13 percentage point increase.

G1.B1 Students in the subgroups Black, Hispanic and ED did not meet 2013 AMO targets. The common area of deficiency noted for those subgroups on the 2013 administration of the FCAT 2.0 Reading assessment were reporting category 2 – Reading Application and in reporting category 1 - Vocabulary.

G1.B1.S1 There will be additional opportunities for identified subgroups to engage in learning to increase Reading Application and Vocabulary

Action Step 1

Reading Application: Teachers will use grade level appropriate text that provide students opportunities:

- To read and comprehend literature and informational text at the high end of the 2-3 and/or 4-5 (whichever is appropriate for the targeted grade level) text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers.
- Instructional Strategies will include, but not limited to: - author's purpose chart, - two column note: opinion/support; conclusion/support; and cause/effect - main idea table, - gist, - time line, - cause/effect chain - one sentence summaries, - Venn diagram

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Facilitator:

Instructional Coach, MDCPS Facilitator (PD Dept), Administration and Contracted Vendor

Participants:

School wide

Action Step 2

Vocabulary: • 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. • Provide practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area • Provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. • Instructional Strategies will include, but not limited to: - word walls, - personal dictionaries, - understanding context clues, - concept of definition map, - understanding multiple meaning words

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Facilitator:

MDCPS PD Facilitator

Participants:

School-Wide

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Student Assessment Data Administrative Data Chats Review of data binders

Plan to Monitor Effectiveness of G1.B1.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Reading Application and Vocabulary questions are present.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Twice a month and ongoing throughout the year

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G1.B2 Students scoring at Achievement Level 3 in reading on the 2013 FCAT 2.0 were 27%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 8 %age points. The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 1 – Vocabulary for students scoring at Level 3.

G1.B2.S1 There will be additional opportunities for students achieving level 3 to engage in learning to increase Vocabulary.

Action Step 1

- 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.
- Provide practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area
- Provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases.
- Instructional Strategies will include, but not limited to: - word walls, - personal dictionaries, - context clue chart, - understanding context clues, - understanding multiple meaning words

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing throughout the year

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Facilitator:

MDCPS PD Facilitator; Contracted Vendors; Master Teacher

Participants:

All Teachers

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes CIM Implementation Rubric and Score

Plan to Monitor Effectiveness of G1.B2.S1

- Ongoing classroom assessments of targeted skills/benchmark
- Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
- Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Vocabulary questions are present.

Person or Persons Responsible

Administration and Teacher

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G1.B3 Students scoring at or above Achievement Level 4 in reading on the 2013 FCAT 2.0 were 13%. The goal is to improve student achievement by increasing the percentage of students achieving at or above level 4 to 26%; thus, reflecting an increase of 8%age points. The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 4 – Informational Text and Research Process for students scoring at or above Achievement Level 4

G1.B3.S1 There will be additional opportunities for students scoring at or above Achievement Level 4 to engage in learning to increase mastery of Informational Text and Research Process.

Action Step 1

- Use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.
- Make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Facilitator:

MDCPS PD Facilitator; Contracted Vendor; Teacher

Participants:

All Teachers

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and Ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes CIM Implementation Rubric and Score

Plan to Monitor Effectiveness of G1.B3.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Informational Text and Research Process questions are present.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G1.B4 Students that made learning gains in reading on the 2013 FCAT 2.0 were 69%. The goal is to increase the percentage of students making learning gains to 72%; thus, reflecting an increase of 3%age points. The area of deficiency noted was reporting category 2 and 3 – Reading Application and Literary Analysis for all students making learning gains.

G1.B4.S1 There will be additional opportunities for students that made learning gains in reading to engage in learning to increase Reading Application and Literary Analysis.

Action Step 1

- Teachers will focus more on the character’s point-of-view, text-to-self relationships, text-to-text relationships, mood imagery, and how text features impact the text.
- Also, teachers will engage students in Reciprocal Reading strategies on a weekly basis.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats and Schedule

Action Step 2

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Provide opportunities for students to compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Provide opportunities for students to describe how a narrator’s or speaker’s point of view influences how events are described, and analyze multiple accounts of the same eve or topic to note important similarities and differences in the point of view they present Instructional strategies include: • story map, • somebody/wanted/but/so, • open mind, • text feature chart, • text feature analysis,

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly and Ongoing

Evidence of Completion

Lesson Plans Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats and Schedule

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes CIM Implementation Rubric and Score

Plan to Monitor Effectiveness of G1.B4.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Reading Application and Literary Analysis questions are present

Person or Persons Responsible

Administration

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G1.B5 Students in the lowest 25% that made learning gains in reading on the 2013 FCAT 2.0 were 84%. The goal is to increase the percentage of students in the lowest 25% making learning gains to 86%; thus, reflecting an increase of 2%age points. The area of deficiency noted was reporting category 1 and 2 – Vocabulary and Reading Application for students in the lowest 25% making learning gains.

G1.B5.S1 There will be additional opportunities for students in the lowest 25% that made learning gains in reading to engage in learning to increase their Vocabulary and Reading Application.

Action Step 1

- Teachers will focus half the lesson on vocabulary development. Utilizing word walls/jars, vocabulary readers, vocabulary concept maps, and other authentic vocabulary development activities daily which will build students' knowledge of word meaning, word relationships, and context clue strategies. • Also, teachers will engage students in Reciprocal Reading strategies on a weekly basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans; Classroom Walkthroughs with feedback; Teacher Evaluations; Administrative Data Chats

Action Step 2

Students will be provided opportunities to read and comprehend literature and informational text at the high end of the 2-3 and 4-5 text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers. Identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans; Classroom Walkthroughs with feedback documentation; Teacher Evaluations; Administrative Data Chats

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes CIM Implementation Rubric and Score

Plan to Monitor Effectiveness of G1.B5.S1

- Assessments focusing on students’ knowledge of word meanings, word relationships, structural analysis, and context clues
- Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
- Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Vocabulary and Reading Application questions are present.

Person or Persons Responsible

Administration

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G1.B6 Student performance data indicates that 58% of students scored proficient in listening/speaking on the CELLA. The goal for the 2014 CELLA is to increase proficiency by 4 percentage points, from 58% to 62%. A noted area of deficiency was listening and speaking. Students were unable to speak in English and understand spoken English that is at or above grade level due to the limited exposure to English at home.

G1.B6.S1 There will be additional opportunities for ELL students deficient in listening and speaking to engage in learning that increases exposure to English.

Action Step 1

- Students participate in shared reading by listening to a passage and extracting the main idea.
- Students participate in shared reading, asking them to identify the main idea.
- Use of Simple, Direct Language : Monitor and adapt speech to ELL students: In using English with ELL students, the teacher should also listen carefully to his/her own language use and try to adapt it to meet the students' level of understanding of English. For example, the following can help a student gain a better understanding of what is being said: - restate complex sentences as a sequence of simple sentences; - avoid or explain use of idiomatic expressions (repeated and correct exposure to idioms can build understanding and give students confidence to use the idioms themselves). - restate at a slower rate when needed, but make sure that the pace is not so slow that normal intonation and stress patterns become distorted; - pause often to allow students to process what they hear; - provide specific explanations of key words and special or - technical vocabulary, using examples and nonlinguistic props when possible; use everyday language; and - provide explanations for the indirect use of language (i.e., indirect management strategies may need to be explained. For example, an ELL student may understand the statement; "I like the way Mary is sitting" merely as a simple statement rather than as a referenced example of good behavior).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans; Classroom Walkthroughs with feedback; Teacher Evaluations Administrative Data Chats

Facilitator:

MDCPS ELL Facilitator

Participants:

Teachers with ELL students

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes CIM Implementation Rubric and Score

Plan to Monitor Effectiveness of G1.B6.S1

- Consistent monitoring of student progress/data and modifications of instructional plans on listening and speaking to ensure improved understanding of spoken English
- Ongoing classroom assessments with the data being analyzed by administration and leadership teams to make adjustments, as necessary, to instructional plans.

Person or Persons Responsible

Administration and ELL designee

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan

G1.B7 Student performance data indicates that 36% of students scored proficient in reading on the CELLA. The goal for the 2014 CELLA is to increase proficiency by 6 percentage points, from 36% to 42%. A noted area of deficiency was reading, specifically Vocabulary. Students require support in higher order thinking/critical thinking skills as well as support to improve comprehension of vocabulary.

G1.B7.S1 There will be additional opportunities for ELL students deficient in reading to engage in learning that supports higher order/critical thinking skills as well as vocabulary comprehension

Action Step 1

- Build academic vocabulary in English through small group direct instruction across the Language Arts curriculum.
- Key vocabulary is emphasized and presented in various contexts to the students. When appropriate, teachers may take advantage of students' first language only if the language shares cognates with English and ensuring that ELLs know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement.
- Students will use context clues to determine the meaning of unfamiliar words.
- Students will explain how text features (e.g. charts, maps, diagrams, sub-headings, captions, illustrations, and graphs) aid readers understanding

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans; Classroom Walkthroughs; Teacher Evaluations; Administrative Data Chats

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups," which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes CIM Implementation Rubric and Score

Plan to Monitor Effectiveness of G1.B7.S1

- Consistent monitoring of student progress/data and modifications of instructional plans to meet students' needs thus leading to improved comprehension of English content

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan

G1.B8 Student performance data indicates that 27% of students scored proficient in writing on the CELLA. The goal for the 2014 CELLA is to increase proficiency by 7 percentage points, from 27% to 34%. A noted area of deficiency was writing. Students have not mastered an understanding of conventions/grammar as well as lack the ability to organize thoughts/brainstorm in preparation for writing.

G1.B8.S1 There will be additional opportunities for ELL students deficient in writing to engage in learning that increases mastery of conventions/grammar as well as organization of thoughts and brainstorming.

Action Step 1

- Promote school wide standards for grammar, structure, syntax, semantics, usage, and mechanics in writing.
- Develop school wide writing standard by developing/ composing posters.
- Teachers will work collaboratively with ELL teacher during planning.
- Encourage illustrations and provide graphic organizers
- Provide time for peer- to-peer and student-to-teacher discussion prior to writing
- Students will write or dictate their stories in their native language

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G1.B8.S1

- Consistent monitoring of student progress/data and modifications of instructional plans to meet students’ needs thus leading to improved comprehension of English content

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan Administrative Data Chats

G2. ECA's data indicates that 35 percent of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency to 42 percent; thus, reflecting an increase of 7 percentage points.

G2.B1 As noted on the 2013 FCAT 2.0 Writing 8th Grade Assessment, an area of deficiency is focus and organization.

G2.B1.S1 There will be additional opportunities for 8th grade students to engage in learning to improve focus and organization.

Action Step 1

•Have students utilize drafting techniques to sustain writing by: - developing a pre-writing plan to create a picture, - describing the main idea topic and experiences, characters, setting, problem, events, solution, and ending, - applying personal narrative genre characteristics, - creating a personal word list of include: list sensory words, detail attributes, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, etc..., to assist in writing, - using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, - sequencing ideas in a logical manner using transitional words or phrases specific to the genre (narrative, expository, and persuasive), - applying transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing, - using effective lead and a statement of the opinion or position, - using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts), writing daily to increase writing fluency. • Encourage students to write a narrative that includes a main idea and characters by: - using linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solution, and ending, - applying personal narrative genre characteristics, - creating interest through supporting details, - using specific word choice (weak verbs to strong verbs, general nouns to specific nouns, descriptive words to describe the setting, sensory words) and author's craft (e.g. dialogue, similes/metaphors, personification to create interest, - using transitional words and phrases which move characters and story through time, rearranging words, sentences and paragraphs and combining sentences to create clarity, capitalizing and punctuating to assist in creating voice and fluency in the writing. • Have students write an informational/expository essay by: - reading expository pieces to notice text structure and author's craft techniques, - generating ideas from multiple sources, - picking a topic from previously compiled lists, or responding to a district expository writing prompt - using graphic organizers/strategies to make a plan focused on a main idea, - apply an appropriate hook (e.g., quotation, definition, questions, or descriptions, - using appropriate transitions that connect the supporting details, • Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing by: - evaluating a draft for the use of ideas and content, - rearranging words, sentences, and paragraphs, - creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency, - adding supporting details, and using transitions that connect the supporting details, - using appropriate transitions that connect - substituting active verbs for common verbs, - revising for the use of ideas and content (examples, statistics, comparison, cause/effect, vivid descriptions, and specific words), - including a developed incident as support for each reason, - revising specific words for general words (e.g., sensory words, rhyming words, words with multiple meanings, idioms, figurative language, surprising language), - circling spelling approximations to correct during editing, - using appropriate grabbers/hook (e.g., quotation, definition, questions, or descriptions), - substituting an effective ending appropriate to audience and purpose by using universal word endings, - deleting repetitive text, - responding to other writers and receiving feedback on writing using TAG(T-telling something you like, A-asking a question, G-giving a suggestion) or PQS (P-praise for something liked, Q- question a part of the writing to assist with clarity, S- suggest a way to assist with improvement). - using collaborative discussions orally building on each other's thought and ideas, - using checklist/FCAT Writing Rubric refine draft

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats

Facilitator:

Instructional Coach and Administration MDCPS Facilitator Contracted Vendors

Participants:

ELA Teachers (Elementary and Middle School)

Action Step 2

• Explicitly teach how to clearly present and maintain the main idea, theme, or unifying point. • Foster students' consistent awareness of the topic and how to avoid loosely related or extraneous information. Model for students how to develop a theme or unifying point in the response that is clearly established and maintained throughout the essay. • Explicitly teach organization, which refers to the structure or plan of development (sequence, cause and effect, compare and contrast, etc.) and the relationship of one point to another. Promote the use of transitional devices to signal both the relationship of the supporting ideas to the main idea, theme, or unifying point, and the connections between and among sentences. • Provide examples of writing materials that demonstrate an effective organizational pattern, including thoughtful order and structure of information that guide the reader through the text, enhance understanding, and further the writer's purpose. Strong, well-crafted transitions are logically embedded in the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats

Facilitator:

Contracted Vendor; MDCPS Facilitator

Participants:

Writing Teachers

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

Monitoring for fidelity through the collection of data monthly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly and ongoing throughout the year

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G2.B1.S1

Assessments focusing on monthly writing prompts Review of monthly writing assessments and modifications of instructional plan, as needed

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G2.B2 As noted on the 2013 FCAT 2.0 Writing 4th Grade Assessment, an area of deficiency is conventions.

G2.B2.S1 There will be additional opportunities for 4th Grade students to engage in learning to improve use of conventions

Action Step 1

Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by: • using left to right progression and sequencing, • utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations • correctly spelling approximations previously circled, • capitalizing the first word in each sentence, • completing sentences with correct capitalization including proper nouns, names and the proper noun I, • using ending punctuation including periods, questions marks and exclamation points, apostrophes, commas, colons, quotations to assist with creating voice within a writing piece, • using subject/verb and noun/pronoun agreement in simple and compound sentences within the writing piece, • including present/past tense agreement, subjective/objective pronouns, and plurals or irregular nouns.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans; Classroom Walkthroughs; Writing portfolios; School-wide Writing Plan; Teacher Evaluations; Administrative Data Chats

Facilitator:

MDCPS Facilitator

Participants:

ELA/Writing Teachers

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

Monitoring for fidelity through the collection of data monthly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly and ongoing throughout the year

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G2.B2.S1

Assessments focusing on monthly writing prompts and; Review of monthly writing assessments and modifications of instructional plan, as needed

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G3. ECA's proficiency of all students on the 2013 FCAT 2.0 Math is 27 percent. The goal is to increase student proficiency by 8 percentage points from 27 percent to 35 percent.

G3.B1 Students in the subgroups Black, Hispanic and ED did not meet 2013 AMO targets. The common area of deficiency noted for those subgroups on the 2013 administration of the FCAT 2.0 Math is Number: Base Ten and Fractions and Geometry and Measurement for all subgroups

G3.B1.S1 There will be additional opportunities for the identified AMO subgroups to engage in learning to increase proficiency in Number: Base Ten and Fractions and Geometry and Measurement

Action Step 1

Number: Base Ten and Fractions Teachers will structure lessons so that students are provided opportunities to:

- identify a fraction from an area or set model, or vice versa
- compare and order fractions with like denominators using a model
- identify an equivalent fraction for one-half and one-fourth using a model

Support mathematical fluency and problem solving skills in the areas of:

- properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students to:
- relate equivalent fractions and decimals with and without models
- estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations
- rename fractions as mixed numbers, or vice versa
- interpret solutions to division situations, including remainders
- add and subtract fractions fluently with both like and unlike denominators and use models or properties in real-world situations;
- add and subtract decimals fluently and use models, place value, or properties in real-world situations
- solve real world problems involving positive and negative numbers

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Intervention Logs Lesson Plans Classroom Walkthroughs with feedback Teacher Evaluations
Administrative Data Chats

Facilitator:

Instructional Coach and Administration MDCPS Facilitators Contracted Vendor

Participants:

Math Teachers

Action Step 2

Geometry and Measurement: Provide opportunities for students to:

- compose, decompose, and transform polygons to create and identify other polygons
- calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced
- measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch
- determine the amount of time elapsed to the nearest hour or half hour
- describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region
- identify benchmark angles of 45° , 90° , 180° , or 360° ; and identify acute, obtuse, right, or straight angles.
- identify and build a three-dimensional object from a two-dimensional representation of the object
- identify or describe a situation that requires the use of the area formula in a real-world context
- identify and classify angles using benchmark angle measurements that may include geometric notation
- identify and describe a shape that is the result of one or more translations, reflections, or rotations of the given shape
- identify two-dimensional views of a three-dimensional object
- identify and plot ordered pairs in the first quadrant of a coordinate plane

Support mathematical fluency and problem solving skills in the areas of determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Intervention Logs Lesson Plans Classroom Walkthroughs with feedback Teacher Evaluations
Administrative Data Chats

Facilitator:

MDCPS Facilitator; Contracted Vendor

Participants:

Math Teachers

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G3.B1.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting materials that are appropriate and provide feedback on teacher made test to ensure that Number: Base Ten and Fractions as well as Geometry and Measurement questions are present.

Person or Persons Responsible

Administration

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G3.B2 Students scoring at Achievement Level 3 in Math on the 2013 FCAT 2.0 were 30%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 8 %age points. The common area of deficiency as noted on the 2013 FCAT Mathematics assessment in Grades 3-5 Number: Base Ten and Fractions and in Grades 6-8 Geometry and Measurement for students scoring at Achievement Level 3.

G3.B2.S1 There will be additional opportunities for students scoring at Achievement Level 3 to engage in learning to increase Number: Base Ten and Fractions in Grades 3-5 and Geometry and Measurement in Grades 6-8.

Action Step 1

Grades 3-5: Teachers will structure lessons so that students are provided opportunities to:

- identify a fraction from an area or set model, or vice versa
- compare and order fractions with like denominators using a model
- identify an equivalent fraction for one-half and one-fourth using a model

Support mathematical fluency and problem solving skills in the areas of:

- properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students to:
- relate equivalent fractions and decimals with and without models
- estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations
- rename fractions as mixed numbers, or vice versa
- interpret solutions to division situations, including remainders
- add and subtract fractions fluently with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals fluently and use models, place value, or properties in real-world situations
- solve real world problems involving positive and negative numbers

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly based upon planning and ongoing throughout the year

Evidence of Completion

Lesson Plans; Classroom Walkthroughs with feedback; Teacher Evaluations; Administrative Data Chats

Facilitator:

MDCPS Facilitator and Contracted Vendor

Participants:

Math Teachers and Elective Teachers

Action Step 2

Grades 6-8: Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement, for example the process to determine the surface area and volume of prisms, pyramids, and cylinders, in the mathematics classroom. • Develop students' ability to make sense of real world application problems involving geometry and measurement, for example the problems that compare, contrast, and convert units of measure between different measurement systems, by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement, such as geometric prisms, pyramids, and cylinders, and perform multiple conversions within customary and metric measurement systems, including derived units, and linear conversions between systems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly based upon planning and ongoing throughout the year

Evidence of Completion

Lesson Plans; Classroom Walkthroughs with feedback; Teacher Evaluations; Administrative Data Chats

Facilitator:

MDCPS Facilitator

Participants:

Math Teachers

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups," which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G3.B2.S1

•Ongoing classroom assessments of targeted skills/benchmark •Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting materials that are appropriate and provide feedback on teacher made test to ensure that Number: Base Ten and Fractions questions are present.

Person or Persons Responsible

Administration

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G3.B3 Students scoring at or above Achievement Level 4 in Math on the 2013 FCAT 2.0 were 7%. The goal is to improve student achievement by increasing the percentage of students achieving at or above level 4 by 3 %age points. The common area of deficiency as noted on the 2013 FCAT Mathematics assessment is Geometry and Measurement for students scoring at or above Achievement Level 4.

G3.B3.S1 There will be additional opportunities for students scoring at or above Achievement Level 4 to engage in learning to increase mastery of Geometry and Measurement.

Action Step 1

Provide opportunities for students to: compose, decompose, and transform polygons to create and identify other polygons; calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced; measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch; determine the amount of time elapsed to the nearest hour or half hour; describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region; identify benchmark angles of 45° , 90° , 180° , or 360° ; and identify acute, obtuse, right, or straight angles; identify and build a three-dimensional object from a two-dimensional representation of the object; identify or describe a situation that requires the use of the area formula in a real-world context; identify and classify angles using benchmark angle measurements that may include geometric notation; identify and describe a shape that is the result of one or more translations, reflections, or rotations of the given shape; identify two-dimensional views of a three-dimensional object; identify and plot ordered pairs in the first quadrant of a coordinate plane Support mathematical fluency and problem solving skills in the areas of determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G3.B3.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting materials that are appropriate and provide feedback on teacher made test to ensure that Geometry and Measurement questions are present.

Person or Persons Responsible

Administration

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G3.B4 Students that made learning gains in math on the 2013 FCAT 2.0 were 60%. The goal is to increase the percentage of students making learning gains by 4%age points. The common area of deficiency as noted on the 2013 FCAT Mathematics assessment is Number: Operations, Problems and Statistics and Number: Base Ten and Fractions for all students making learning gains .

G3.B4.S1 There will be additional opportunities for students that made learning gains in Grades 3-5 to engage in learning that improves Number: Base Ten and Fractions

Action Step 1

Grades 3-5 : Provide opportunities for students to:

- solve real-world problems using multiplication and the related division facts
- translate a written description or a graphic representation to an expression or equation, which may include a symbol to represent an unknown
- identify the next or a missing figure in a graphic or numeric pattern and/or relationship

Support mathematical fluency and problem solving skills in the areas of:

- Multi-digit multiplication and expressions and equations by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students to:
- describe and apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division
- describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction, or multiplication
- construct, analyze, and draw conclusions about data displayed in a frequency table, bar graph, pictograph, or line plot

Provide opportunities for students to:

- identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts
- identify fact families that demonstrate the inverse relationship between multiplication and division
- identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition
- identify the correct bar graph, pictograph, or frequency table of a given set of data; and interpret data on a bar graph or pictograph to solve problems

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans; Classroom Walkthroughs; Teacher Evaluations; Administrative Data Chats

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G3.B4.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Number Operations questions are present.

Person or Persons Responsible

Administration

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G3.B4.S2 There will be additional opportunities for students that made learning gains in Grades 6-8 to engage in learning that improves Number: Operations, Problems and Statistics

Action Step 1

Grades 6-8: • Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of rational numbers, properties, and linear equations. • Identify students in the lowest 25% and use an in-school intervention tutorial program to address the mathematics deficiencies particularly in the areas of rational numbers, properties, and linear equations as indicated by data reports, solving real-world problems using operations on real numbers and analyzing and summarizing data sets. • Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on fractions, decimals, number operations and properties. • Provide a variety of models of representation and hands-on activities to develop students' understanding of and fluency with rational numbers, properties, and linear equations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans ; Classroom Walkthroughs; Teacher Evaluations; Administrative Data Chats

Plan to Monitor Fidelity of Implementation of G3.B4.S2

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups," which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G3.B4.S2

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Number: Base Ten and Fractions questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G3.B5 Students in the lowest 25% that made learning gains in math on the 2013 FCAT 2.0 were 47%. The goal is to increase the percentage of students in the lowest 25% making learning gains by 3%age points. The common area of deficiency as noted on the 2013 FCAT Mathematics assessment is Number: Operations, Problems and Statistics and Number: Base Ten and Fractions for students in the lowest 25% making learning gains.

G3.B5.S1 There will be additional opportunities for students to engage in learning that promotes the mastery of Number:Operations, Problems, and Statistics and Base Ten and Fractions

Action Step 1

Grades 6-8: • Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of rational numbers, properties, and linear equations. • Identify students in the lowest 25% and use an in-school intervention tutorial program to address the mathematics deficiencies particularly in the areas of rational numbers, properties, and linear equations as indicated by data reports, solving real-world problems using operations on real numbers and analyzing and summarizing data sets. • Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on fractions, decimals, number operations and properties. • Provide a variety of models of representation and hands-on activities to develop students' understanding of and fluency with rational numbers, properties, and linear equations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and Ongoing throughout the year

Evidence of Completion

Lesson Plans ; Classroom Walkthroughs; Teacher Evaluations; Administrative Data Chats

Facilitator:

MDCPS Facilitator; Contracted Vendor

Participants:

Math Teacher

Action Step 2

Grades 3-5 : Provide opportunities for students to:

- solve real-world problems using multiplication and the related division facts
- translate a written description or a graphic representation to an expression or equation, which may include a symbol to represent an unknown
- identify the next or a missing figure in a graphic or numeric pattern and/or relationship

Support mathematical fluency and problem solving skills in the areas of:

- Multi-digit multiplication and expressions and equations by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students to:
- describe and apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division
- describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction, or multiplication
- construct, analyze, and draw conclusions about data displayed in a frequency table, bar graph, pictograph, or line plot

Provide opportunities for students to:

- identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts
- identify fact families that demonstrate the inverse relationship between multiplication and division
- identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition
- identify the correct bar graph, pictograph, or frequency table of a given set of data; and interpret data on a bar graph or pictograph to solve problems

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and ongoing throughout the year

Evidence of Completion

Lesson Plans ; Classroom Walkthroughs; Teacher Evaluations; Administrative Data Chats

Facilitator:

MDCPS Facilitator; Contracted Vendor

Participants:

Math Teacher

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G3.B5.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Number Operations questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G4. ECA addresses middle school acceleration by increasing participation in EOC's. ECA is offering a course in Algebra I to advanced students. The goal for student performance is to achieve a proficiency level of 41 percent on the EOC Algebra I.

G4.B1 Students did not participate in the EOC Algebra I because Algebra was an area of deficiency school wide and students did not demonstrate mastery of fundamental prerequisite mathematical concepts and skills

G4.B1.S1 Opportunities will be provided to students to engage in learning that promotes fundamental and prerequisite algebraic concepts and skills.

Action Step 1

- Provide opportunities for students to model real world situations with relations and functions using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.
- Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.
- Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.
- Provide teachers with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes CIM Implementation Rubric and Score

Plan to Monitor Effectiveness of G4.B1.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Number: Base Ten and Fractions questions are present.

Person or Persons Responsible

Administration

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G4.B2 The noted barrier to student performance in EOC Algebra I was exposure to challenging algebraic math concepts within math classes.

G4.B2.S1 There will be additional opportunities for students to be exposed to challenging algebraic math concepts within math classes.

Action Step 1

- Promote comparison solution strategies must be presented to students side-by-side, rather than sequentially. Side-by-side placement allows for more direct comparison of solution strategies and facilitates the identification of similarities and differences between strategies. A side-by-side comparison helps students notice and remember the features that are important to each or both solution strategies. Using common labels in the examples should also help students notice the similarities and differences. - Provide opportunities for comparison conversations. Use comparison that has been found to improve algebra learning is for teachers to engage students in comparison conversations. Discussion of and comparison of multiple strategies helps students justify why a particular solution strategy or solution step is acceptable and helps students make sense of why certain strategies are more efficient than others for particular problems. Teachers can help guide comparison conversations to ensure that students are able to make connections among strategies that they would not always be able to make on their own. - Provide students with the opportunity to generate multiple solution methods to the same problem, either by investigating multiple solutions of the same equation or by creating new equations to solve by a given method. In general, knowledge of multiple solution strategies seems to help students more readily consider efficiency and accuracy when solving problems. Additionally, by generating multiple solutions, students are encouraged to move away from using a single strategy.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly based upon planning and Ongoing

Evidence of Completion

Lesson Plans; -+Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats

Facilitator:

MDCPS PD Facilitator; Contracted Vendor; Teachers

Participants:

Algebra Teacher

Action Step 2

-Analyze data to identify students that excel in fundamental mathematical concepts and skills -Offer an Algebra I course in the master schedule -Acquire materials and resources to offer course and schedule students accordingly -Provide training and support to teacher so that effective instructional practices will be implemented within the Algebra classroom -

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning of the year for identification and offering of course. Acquisition of materials and planning of effective instructional practices are ongoing throughout the year

Evidence of Completion

Master Schedule Lesson Plans

Facilitator:

MDCPS PD Facilitator; Contracted Vendor; Teachers

Participants:

Algebra Teacher

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

Monitoring for fidelity through the collection of data biweekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups," which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Biweekly and ongoing throughout the year

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State)

Plan to Monitor Effectiveness of G4.B2.S1

- Ongoing classroom assessments of targeted skills/benchmark
- Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
- Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test

Person or Persons Responsible

Administration

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G5. ECA's students' were not administered the 2013 Algebra I EOC. The District's performance on the 2013 Algebra I is 39% proficient. Our goal is to increase to 42 percent, reflecting a 3 percentage point increase.

G5.B1 An area of deficiency as noted in the District's performance on the EOC Algebra is Polynomials and Rationals, Radicals, Quadratics, & Discrete Mathematics for Achievement Levels 3, 4 and 5.

G5.B1.S1 There will be additional opportunities for Algebra students to engage in learning to increase understanding and application of Polynomials, Rationals, Radicals, Quadratics, and Discrete Mathematics.

Action Step 1

Teachers will structure lessons so that students are provided opportunities to:

- Provide opportunities for the students to symbolically represent, solve, graph and interpret, and analyze, and apply concepts of linear equations, inequalities, and systems of linear equations in two variables.
- Solve algebraic proportions in real-world or mathematical contexts.
- Solve simple quadratic equations with rational solutions.
- Perform set operations, such as union and intersection, complement and cross product.
- Use Venn diagrams to explore relationships and patterns between sets as well as make arguments about relationships among sets
- Apply laws of exponents to simplify monomial expressions with integral exponents.
- Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.
- Completely factor polynomials
- Simplify rational expressions.
- Divide polynomials by monomials.
- Support mathematical fluency and problem solving skills in the areas of equations, inequalities, and systems of linear equations, quadratic equations, rational and radical expressions, algebraic proportions and set theory by providing time to practice and apply learned concepts in real-life situations

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and Ongoing

Evidence of Completion

Lesson Plans Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats

Facilitator:

MDCPS Facilitator Contracted Vendor

Participants:

Math Teacher

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G5.B1.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that questions covering all Algebra reporting categories are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G6. The goal for 5th Grade on 2014 FCAT Science is to improve student achievement from 33 percent to 37percent; thus, reflecting an increase 4 of percentage points.

G6.B1 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science for students scoring at Achievement Level 3

G6.B1.S1 There will be additional opportunities for 5th Grade students to engage in learning to increase understanding and mastery of concepts and skills in the Nature of Science

Action Step 1

- Plan collaboratively on a weekly basis using the District Pacing Guide
- Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.
- Implement all essential laboratories developed by MDCPS.
- Develop Higher-Order Questioning Strategies using instruction to enhance student thinking.
- Encourage students to communicate verbally (accountable talk) and in writing.
- Increase rigor in science writing in laboratory conclusions (i.e. incorporating claims, evidence and reasoning).
- Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.)
- Participate in data chats with students.
- Use quality formative assessments to inform instruction
- Promote the use of corrective feedback on assignments.
- Provide opportunities for all students to participate in scientific enrichment activities,

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Facilitator:

MDCPS Facilitator

Participants:

Science Teachers

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G6.B1.S1

- Ongoing classroom assessments of targeted skills/benchmark
- Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
- Classroom walkthroughs
- Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Nature of Science questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G6.B2 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Physical Science for students scoring at or above Achievement Level 4

G6.B2.S1 There will be additional opportunities for 5th Grade students to engage in learning to increase understanding and mastery of concepts and skills in Physical Science.

Action Step 1

- Utilize data-driven instruction and differentiated instruction strategies to address students
- Implement a routine of inquiry based, hands on activities relevant to the objectives of the topic
- Develop Higher-Order Questioning Strategies using instruction to enhance student thinking
- Encourage students to communicate verbally (accountable talk) and in writing.
- Increase rigor in science writing in laboratory conclusions that include claims, evidence and reasoning.
- Promote the use of corrective feedback on assignments.
- Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes.
- Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion.
- Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.
- Ensure that all students participate in scientific enrichment activities.
- Establish a plan and timeline for the development of student projects
- Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and Ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs Intervention Logs

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G6.B2.S1

• Provide ongoing opportunities to plan within and across grade levels on identification basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion, so that there is implementation of these concepts using inquiry-based strategies into the Science classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students’ needs, such as: ? Provide opportunities for extra drill ? Provide study guide ? Reduce quantity of material ? Provide instructional materials geared to student’s level of basic skills. • Provide explicit instruction in each content focus of Physical Science.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G7. The goal for 8th Grade on 2014 FCAT Science is to improve student achievement from 16 percent to percent; thus, reflecting an increase of 5 percentage points.

G7.B1 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science for students scoring at Achievement Level 3

G7.B1.S1 There will be additional opportunities for 8th Grade students to engage in learning to increase understanding and mastery of Nature of Science concepts and skills.

Action Step 1

- Plan collaboratively on a weekly basis using the District Pacing Guide
- Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.
- Implement all essential laboratories developed by MDCPS.
- Develop Higher-Order Questioning Strategies using instruction to enhance student thinking.
- Encourage students to communicate verbally (accountable talk) and in writing.
- Increase rigor in science writing in laboratory conclusions (i.e. incorporating claims, evidence and reasoning).
- Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.)
- Participate in data chats with students.
- Use quality formative assessments to inform instruction
- Promote the use of corrective feedback on assignments.
- Provide opportunities for all students to participate in scientific enrichment activities

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats

Facilitator:

MDCPS Facilitator

Participants:

Science Teachers

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G7.B1.S1

- Ongoing classroom assessments of targeted skills/benchmark
- Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
- Classroom walkthroughs
- Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Nature of Science questions are present.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G7.B2 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Physical Science for students scoring at or above Achievement Level 4

G7.B2.S1 There will be additional opportunities for 8th Grade to engage in learning to increase understanding and mastery of Physical Science concepts and skills.

Action Step 1

- Utilize data-driven instruction and differentiated instruction strategies to address students
- Implement a routine of inquiry based, hands on activities relevant to the objectives of the topic
- Develop Higher-Order Questioning Strategies using instruction to enhance student thinking
- Encourage students to communicate verbally (accountable talk) and in writing.
- Increase rigor in science writing in laboratory conclusions that include claims, evidence and reasoning.
- Promote the use of corrective feedback on assignments.
- Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes.
- Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion.
- Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.
- Establish a plan and timeline for the development of student projects
- Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and Ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs Intervention Logs

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes

Plan to Monitor Effectiveness of G7.B2.S1

• Provide ongoing opportunities to plan within and across grade levels on identification basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion, so that there is implementation of these concepts using inquiry-based strategies into the Science classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students’ needs, such as: ? Provide opportunities for extra drill ? Provide study guide ? Reduce quantity of material ? Provide instructional materials geared to student’s level of basic skills. • Provide explicit instruction in each content focus of Physical Science.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G8. The STEM goal is to implement problem-solving, discovery and exploratory learning ensuring engagement in finding solutions, increasing collaborative research projects & blending critical thinking experiences from 0 to 4 with 100 percent participation.

G8.B1 Noted barriers to implementation of STEM experiences is the limited exposure to effective instruction that capitalizes on students' early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest. Additionally, increased exposure to a coherent structured curriculum that fosters project-based learning and connects STEM principles to instruction, coursework and educational practices.

G8.B1.S1 • Project-based learning with integrated content across STEM subjects • Connections to effective in- and out-of-school STEM programs • Integration of technology and virtual learning • Authentic assessment and exhibition of STEM skills • Professional development on integrated STEM curriculum, community/industry partnerships and connections with postsecondary education connections • Outreach, support and focus on underserved, especially minorities and economically disadvantaged

Action Step 1

• Develop a plan that supports the implementation of quality program • Identify, select the needs of the school and resources available to support STEM • Structure instructional plans with STEM attributes/standards to promote student use of STEM. • Assess staff knowledge and understanding of STEM • Provide targeted training on strategies that support the implementation of STEM, such as training on how to use online-standards based resources system which helps educators find peer- and expert- reviewed resources for exhibits, camps, teacher professional development and other initiatives. • Ensure teacher incorporation and utilization of STEM rubrics for monitoring of implementation

Person or Persons Responsible

Administration and Science/Math Teachers

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

STEM Implementation Plan Administrative Data Chats Lesson Plans Student assessment data (School-based, District and State) Training and Meeting Agendas/Notes STEM Implementation Rubric and Score

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly, monthly and ongoing

Evidence of Completion

Administrative Data Chats Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback Teacher Evaluations

Plan to Monitor Effectiveness of G8.B1.S1

- Collaborative planning time between math and science teachers to learn the steps necessary for a quality program.
- Classroom walkthroughs monitor use of STEM strategies and implementation rubrics
- Monitor lesson plans and collaborative planning sessions

Person or Persons Responsible

Administration and Math/Science Teachers

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan

G8.B2 Noted barriers to 100% participation in STEM experiences is coordination of structured projects and available resources.

G8.B2.S1 1. Brainstorm resources to complete deliverable project planning tools and necessary project production tools (word processing, demonstration software) 2. Determine required time and funds needed to complete (if any) 3. Identify People and experts, Resource centers and organizations; Technology and software applications 4. Note any existing systems and level of Information accessibility: literature, books, Internet, 5. Create Team: number, skills, motivation

Action Step 1

- Develop a plan that supports the implementation of quality program
- Identify, select the needs of the school and resources available to support STEM
- Structure instructional plans with STEM attributes/standards to promote student use of STEM.
- Assess staff knowledge and understanding of STEM
- Provide targeted training on strategies that support the implementation of STEM, such as training on how to use online-standards based resources system which helps educators find peer- and expert- reviewed resources for exhibits, camps, teacher professional development and other initiatives.
- Ensure teacher incorporation and utilization of STEM rubrics for monitoring of implementation

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

STEM Implementation Plan Administrative Data Chats Lesson Plans Student assessment data (School-based, District and State) Training and Meeting Agendas/Notes STEM Implementation Rubric and Score

Facilitator:

MDCPS PD Facilitator; Contracted Vendor; Teachers

Participants:

All Teachers

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

BiWeekly and ongoing

Evidence of Completion

Administrative Data Chats Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback Teacher Evaluations

Plan to Monitor Effectiveness of G8.B2.S1

- Collaborative planning time between math and science teachers to learn the steps necessary for a quality program.
- Classroom walkthroughs monitor use of STEM strategies and implementation rubrics
- Monitor lesson plans and collaborative planning sessions

Person or Persons Responsible

Administration and Math/Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan

G9. The goal is to strengthen Career and Technical Education (CTE) by increasing the use of Career Academy National Standards of Practice and using CTE curriculum.

G9.B1 Noted barriers to offering accelerated CTE courses, number of students enrolled in CTE courses and/or taking CTE exams are the schools staffing structure and funding that does not allow for these offerings; however ECA strives to increase the use of Career Academy National Standards of Practice through Career Development courses in the middle school. The lack of implementation is the students limited exposure to Project Based Learning to focus career themed instructional planning between CTE and academic teachers for students in cohort schedules. Additionally, the provision of more opportunities for academic teachers to develop and implement integrated curriculum.

G9.B1.S1 • Arrange for common planning or lesson study time to develop integrated lessons with teachers. • Implement best practices of integrating CTE content with literacy skills using technology (provided school has access to district programs). • Participate in Math-in-CTE or other integrated curriculum development, planning sessions of Mathematics teachers will utilize district resources that support CTE • Promote the use of Discovery Education resources for background information of STEM scientific principles of CTE content. • Attend online PD “Unwrapping CTE Standards” • Include CTE instruction within school instructional focus calendar. • Plan activities school-wide during CTE Month (Feb. 2014)

Action Step 1

• Arrange for common planning or lesson study time to develop integrated lessons with teachers. • Implement best practices of integrating CTE content with literacy skills using technology (provided school has access to district programs). • Participate in Math-in-CTE or other integrated curriculum development, planning sessions of Mathematics teachers will utilize district resources that support CTE

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats and Schedule

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

Monitoring for fidelity through the collection of information from the analysis and discussion of teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthroughs Lesson Plan Meeting Agendas and notes

Plan to Monitor Effectiveness of G9.B1.S1

- Collaborative planning time across grade levels and between content area teachers to learn the steps necessary for a quality program.
- Classroom walkthroughs monitor use of CTE standards and implementation of lessons/projects that include CTE integrated curriculum
- Monitor lesson plans and collaborative planning sessions

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

G9.B2 The barrier to CTE program concentrators, especially those that incorporate STEM is that STEM instruction is not enhanced within CTE instruction; OR application of STEM skills not applied within academic content. Few opportunities for advanced level STEM learning activities within school.

G9.B2.S1 • Form cross-disciplinary teams for developing integrated CTE and STEM academic curriculum, particularly with CTE and related STEM academic teachers, for example: Engineering with Physics, Information Technology with Mathematics; Health Science or Agriculture with Biology. • Cross-disciplinary team will identify STEM objectives and schedule on school focus calendar. • Academic coaches facilitate lesson study for developing cross-curricular STEM lessons. • Train teachers on the use of Discovery Education resources to use for increasing STEM integration in CTE instruction. (for example: building background knowledge of scientific principles.) • Provide opportunities for students to apply literacy and STEM-related skills when solving real-world problems during Career Technical Student Organization (CTSO) competitions (FBLA, TSA, Skills USA, HOSA, etc.) and other events, such as Fairchild Challenge, Miami Dade Youth Fair Robotics competitions, etc. • Offer STEM-related and/or career curriculum through registered career-themed courses.

Action Step 1

-Develop a plan for integration of CTE through STEM -Carve out time within the schedule for teachers to collaborate and develop activities and projects that align to CTE standards and STEM principles - Create lesson plans for implementation of the activities and projects.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Semi-annually

Evidence of Completion

Lesson Plans Projects Meeting agendas/Notes

Plan to Monitor Fidelity of Implementation of G9.B2.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Semi-Annually

Evidence of Completion

Monitoring Timeline Projects and Activities with Lesson Plans

Plan to Monitor Effectiveness of G9.B2.S1

- Student reading and/or math data of CTE students • Perkins Grant Accountability district data of Math and Reading targets of CTE students.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Semi-annually

Evidence of Completion

- Student reading and/or math data of CTE students • Perkins Grant Accountability district data of Math and Reading targets of CTE students.

G10. The goal for EOC Civics is to improve student performance from 33.9 percent, as noted on the District's baseline assessment, to 41 percent for Level 3 and from 6.1 percent to 7 percent for Level 4.

G10.B1 Students need structured curriculum, activities and assessments that prepare and expose students to required benchmarks for Civics

G10.B1.S1 • Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. • Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. • Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery. • Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics. • Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. • Provide activities that allow students to interpret primary and secondary sources of information. • Provide opportunities for students to examine opposing points of view on a variety of issues. • Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues. • Provide opportunities for students to write to inform and to persuade. • Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched. • Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through Civics content. • Provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of content strengths and areas in need of performance. • Provide opportunities/intervention for students who demonstrate deficiencies in benchmark mastery. • Provide opportunities for students to participate in project-based learning activities, including co-curricular programs offered by the District; e.g., Project Citizen.

Action Step 1

- Emphasizes problem solving and inquiry-based learning; • Emphasizes research-based activities on a public policy issue; • Provide opportunities for students to examine opposing points of view on a public policy issue; and • Provides opportunities for students to write to inform and to persuade.

Person or Persons Responsible

Administration and Social Studies Teacher

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Classroom based assessment Assessment data

Facilitator:

MDCPS Facilitator Instructional Coach

Participants:

Social Studies Teachers

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

Monitoring for fidelity through the collection of information from the analysis and discussion of teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Assessment data Administrative Data Chats and feedback

Plan to Monitor Effectiveness of G10.B1.S1

- Planning time of Civics teachers to develop/adjust instructional plans to structure a quality program that prepares students to pass the EOC Civics.
- Classroom walkthroughs monitor implementation of lessons/projects that incorporate Civics curriculum
- Monitor lesson plans and collaborative planning sessions

Person or Persons Responsible

Administration and Social Studies Teacher

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

School based assessment data Interim assessment data Classroom Walkthrough Feedback
Classroom Observation notes

G11. ECA's attendance goal for the 2013-14 school year is to reduce the percentage of students missing 10 percent of instructional time from 12 to 11 percent. Our goal is to reduce behavior referrals that lead to suspension from 2 percent to 1 percent.

G11.B1 Student truancy has been attributed to student illnesses as well as economic situations at home due to parents' inability to transport the students to school and information on how to promote health and wellness for their children. Additionally, parents may not fully understand the impact associated with student attendance and academic progress. The barrier to decreasing student tardiness is chronic fatigue/tiredness of students.

G11.B1.S1 • Identify students with a positive attendance record and provide regard systems to help motivate positive attendance without the school. • Establish school environments that support healthy eating and physical activity. • Provide students with health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention. • Identify and refer students who may be developing a pattern of non-attendance to the Leadership Team for intervention services.

Action Step 1

-Assignment of duties and responsibilities with tracking attendance patterns of students. -Schedule review dates attendance clerk to monitor students identified for intervention -Develop a plan of action to address attendance issues with incentives

Person or Persons Responsible

Administration and Attendance Clerk

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Bulletin

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

Review of attendance bulletins monthly Analysis of noted attendance patterns Monitoring of incentives

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Bulletin

Plan to Monitor Effectiveness of G11.B1.S1

Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin and during faculty meetings.

Person or Persons Responsible

Administration and Attendance Clerk

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Data Chats Attendance Bulletin

G11.B2 Noted barrier to reducing students that receive two or more behavior referrals is the students' misunderstanding and unawareness of proper behavior in a school setting and the consequences that result from improper behavior.

G11.B2.S1 • Utilize the Student Code of Conduct by providing incentives through the implementation of District Implementation of a School wide Discipline Plan. • Conduct parent workshops to provide parents with an overview/understanding of the behavioral model. • Provide counseling for the student and parent through "alternate to suspension" and assistance from outside agencies, such as local law enforcement

Action Step 1

On a monthly basis, monitor behavioral system and report by grade level teams and monitor student discipline reports on student outdoor suspension rate.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

ISIS Log of behavioral issues and referral

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

Monitoring for fidelity through the collection of suspension data monthly for review, analysis and discussion by teachers with administration during scheduled “administrative checkups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

ISIS Behavioral Referrals

Plan to Monitor Effectiveness of G11.B2.S1

•On a monthly basis, monitor behavioral system and report by grade level teams and monitor student discipline reports on student outdoor suspension rate.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

ISIS Log of discipline/behavioral issues

G11.B3 Noted barrier to decreasing students being retained is the need for structure and organized proactive attempts to prevent failure, and identify at-risk children as soon as possible and immediately take action to implement best practices.

G11.B3.S1 -Provide high-quality instructional programming, especially for children at greatest risk for academic failure due largely to starting "way behind" in their grade level -Provide teachers with intensive, quality professional development opportunities focused on (a) raising student achievement and (b) meeting the diverse needs of struggling students. -Provide research-based intervention strategies that meet the individual needs of struggling students. -Actively address the social needs and provide social support as well as academic assistance for struggling students. -Develop rigorous, specific, grade-by-grade standards that provide direction for curriculum development and help teachers assess individual learning needs. -Involve parents as team members in improving student performance. -Continue to monitor and provide assistance on an "as-needed" basis to students who are exited from intervention programs.

Action Step 1

1. Teaching complements core instruction by previewing, reviewing, re-teaching and providing additional practice on specific standards and relevant application of knowledge • Specific standards where students show weakness are identified prior to design of program • Lesson plans and resources are developed that preview, review, assess progress and provide practice on selected standards 2. Flexible grouping of students takes place based on student needs and assessment data • Students are grouped by academic needs and skill deficits • Student assignment is revisited at least twice during the year to ensure that students are receiving the right supports 3. Continuous monitoring of student progress takes place to evaluate impact and adjust content and instructional strategies • Quarterly teachers examine student progress through formative assessments and discussion with other teachers • Curriculum adjusted based on interim and quarterly assessment results • Students are involved in goal-setting and charting their own progress 4. Opportunities for communication and collaboration among teachers are built into the school schedule to allow for discussion of instructional practices and student needs • Time is available for teachers to meet at least weekly to discuss student progress and needs as well as lesson plans and instructional practices to meet those needs – discussion focuses on academic support classes as well as core academic classes • There is clear and regular communication between core classroom teachers and academic support/intervention teachers 5. Adequate time is provided for struggling students to get the additional academic support they need while maintaining a balance of academics and enrichment • Students who need additional support receive at least 3-5 hours per week of tiered intervention tailored specifically to their needs

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Facilitator:

Participants:

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes CIM Implementation Rubric and Score

Plan to Monitor Effectiveness of G11.B3.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test

Person or Persons Responsible

Administration

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G11.B4 The barrier to reducing the number of students who are not proficient in reading by grade 3 lack of interventions on targeted literacy skills.

G11.B4.S1 1. Instructional Match. Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep these students confident and invested in learning. 2. Scaffolding. Provide 'scaffolding' support (individual instructional modifications) to students as necessary to help them to master a new task or keep up with more advanced learners. Examples of scaffolding strategies include reducing the number of problems assigned to a student, permitting the student to use technological aids (e.g., word processing software which predicts student word selection to reduce keyboarding), and using cooperative learning groups that pool the group's knowledge to complete assignments. 3. Step-by-Step Strategies. For complex, conceptually difficult, or multi-step academic operations, break these operations down into simple steps. Teach students to use the steps. When students are just acquiring a skill, you may want to create a poster or handout for students to refer to that lists the main steps of strategies that they are to use. 4. Modeling & Demonstration. Model and demonstrate explicit strategies to students for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them. 5. Performance Feedback. Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement. Prompt guidance and feedback will prevent students from accidentally 'learning' how to perform a skill incorrectly. 6. Opportunities to Drill & Practice to Strengthen Fragile Skills. As students become more proficient in their new skills and can work independently, give them lots of opportunities to drill and practice to strengthen the skills. Whenever possible, make student practice sessions interesting by using game-like activities; coming up with real-world, applied assignments; or incorporating themes or topics that the student finds interesting. 7. Student 'Talk-Through' Activities. When students appear to have successfully learned a skill, set up activities for them to complete and ask the students to 'talk' you through the activity (i.e., announce each step that they are taking, describe their problemsolving strategies aloud, describe any road-blocks that they run into and tell you how they will go about solving them, etc.). 8. Periodic Review. Once students have mastered a particular academic skill, the instructor will quickly move them on to a more advanced learning objective. However, the teacher should make sure that students retain previously mastered academic skills by periodically having them review that material. Periodic review is often overlooked but is a powerful method for keeping students' academic skills sharp. 9. Progress Monitoring. Teachers can verify that students are making appropriate learning progress only when they are able to measure that progress on a regular basis. The instructor may want to consider information from several assessment approaches to monitor student progress: e.g., curriculum-based assessment, accuracy and completeness of student assignments, student 'talk-through' demonstrations of problem-solving, etc.

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels
- Provide intervention to address the needs of students identified as "non-mastery students".
- Provide explicit instruction in each content focus.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Classroom Walkthroughs Teacher Evaluations Student Assessment

Plan to Monitor Fidelity of Implementation of G11.B4.S1

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthroughs Teacher Evaluations Administrative Data Chats Student Assessment Data

Plan to Monitor Effectiveness of G11.B4.S1

- Ongoing classroom assessments of targeted skills/benchmark
- Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
- Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data

G12. ECA's attendance goal for the 2013-14 school year is to reduce the percentage of students missing 10 percent of instructional time from 12 to 11 percent. Our goal is to reduce behavior referrals that lead to suspension from 2 percent to 1 percent.

G12.B1 Student truancy has been attributed to student illnesses as well as economic situations at home due to parents' inability to transport the students to school and information on how to promote health and wellness for their children. Additionally, parents may not fully understand the impact associated with student attendance and academic progress. The barrier to decreasing student tardiness is chronic fatigue/tiredness of students.

G12.B1.S1 • Identify students with a positive attendance record and provide regard systems to help motivate positive attendance without the school. • Establish school environments that support healthy eating and physical activity. • Provide students with health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention. • Identify and refer students who may be developing a pattern of non-attendance to the Leadership Team for intervention services.

Action Step 1

-Assignment of duties and responsibilities with tracking attendance patterns of students. -Schedule review dates attendance clerk to monitor students identified for intervention -Develop a plan of action to address attendance issues with incentives

Person or Persons Responsible

Administration and Attendance Clerk

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Bulletin

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

Review of attendance bulletins monthly Analysis of noted attendance patterns Monitoring of incentives

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Bulletin

Plan to Monitor Effectiveness of G12.B1.S1

Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin and during faculty meetings.

Person or Persons Responsible

Administration and Attendance Clerk

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative Data Chats Attendance Bulletin

G12.B2 Noted barrier to reducing students that receive two or more behavior referrals is the students' misunderstanding and unawareness of proper behavior in a school setting and the consequences that result from improper behavior.

G12.B2.S1 • Utilize the Student Code of Conduct by providing incentives through the implementation of District Implementation of a School wide Discipline Plan. • Conduct parent workshops to provide parents with an overview/understanding of the behavioral model. • Provide counseling for the student and parent through "alternate to suspension" and assistance from outside agencies, such as local law enforcement

Action Step 1

On a monthly basis, monitor behavioral system and report by grade level teams and monitor student discipline reports on student outdoor suspension rate.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

ISIS Log of behavioral issues and referral

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

Monitoring for fidelity through the collection of suspension data monthly for review, analysis and discussion by teachers with administration during scheduled “administrative checkups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

ISIS Behavioral Referrals

Plan to Monitor Effectiveness of G12.B2.S1

•On a monthly basis, monitor behavioral system and report by grade level teams and monitor student discipline reports on student outdoor suspension rate.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

ISIS Log of discipline/behavioral issues

G12.B3 Noted barrier to reducing the number of students failing two or more courses in any subject (Grades 6-8) are students inability to overcome difficult transitions, such as -associated with stages of schooling (e.g., entry. leaving, academic progression)

G12.B3.S1 -Cultivate a Culture of Achievement One method of enhancing student engagement is to cultivate a culture of achievement in the classroom where instruction is challenging, students feel comfortable asking questions, and students are expected to do their best. -Concentrate on Active Learning and a Relevant Curriculum Instructional strategies such as collaborative learning and experiential learning as well as designing an accessible and relevant curriculum have been shown to greatly increase student engagement in learning (Akey, 2006; Heller et al., 2003). Examples of these instructional strategies that might support student engagement include the following: Group activities and assignments Long-term projects Hands-on activities Differentiated instruction Lessons and activities that draw from students background, interests, and academic needs Students learn more and retain more information when they actively participate in the learning process and when they can relate to what is being taught (Akey, 2006). Drawing connections between information taught and real life—such as everyday life, social issues, and personal concerns of the age group of students is highly effective in engaging students in the lesson

Action Step 1

Provide ongoing opportunities to plan within and across grade levels on targeted skills/concepts, structure tiered lessons centered around collaborative learning, making connections and academic needs as well as analysis of student performance data to identify struggling students for additional support • Provide intervention to address the needs of students identified as “nonmastery students”. • Provide explicit instruction in each content focus.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes CIM Implementation Rubric and Score

Plan to Monitor Effectiveness of G12.B3.S1

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test

Person or Persons Responsible

Administration

Target Dates or Schedule

Twice a month and ongoing

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

Coordination and Integration

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

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

Title I, Part A

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.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title X- Homeless

- 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 Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education 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 Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School

Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

- Project Upstart and The Homeless Trust, a community organization, 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 selected homeless shelters in the community.
- The District Homeless 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 School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

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

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. ECA's proficiency of all students on the 2013 FCAT 2.0 Reading is 38 percent. The goal is to increase student achievement to 51 percent; thus, reflecting a 13 percentage point increase.

G1.B1 Students in the subgroups Black, Hispanic and ED did not meet 2013 AMO targets. The common area of deficiency noted for those subgroups on the 2013 administration of the FCAT 2.0 Reading assessment were reporting category 2 – Reading Application and in reporting category 1 - Vocabulary.

G1.B1.S1 There will be additional opportunities for identified subgroups to engage in learning to increase Reading Application and Vocabulary

PD Opportunity 1

Reading Application: Teachers will use grade level appropriate text that provide students opportunities:

- To read and comprehend literature and informational text at the high end of the 2-3 and/or 4-5 (whichever is appropriate for the targeted grade level) text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers.
- Instructional Strategies will include, but not limited to: - author's purpose chart, - two column note: opinion/support; conclusion/support; and cause/effect - main idea table, - gist, - time line, - cause/effect chain - one sentence summaries, - Venn diagram

Facilitator

Instructional Coach, MDCPS Facilitator (PD Dept), Administration and Contracted Vendor

Participants

School wide

Target Dates or Schedule

Weekly and Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

PD Opportunity 2

Vocabulary: • 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. • Provide practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area • Provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. • Instructional Strategies will include, but not limited to: - word walls, - personal dictionaries, - understanding context clues, - concept of definition map, - understanding multiple meaning words

Facilitator

MDCPS PD Facilitator

Participants

School-Wide

Target Dates or Schedule

Weekly and Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

G1.B2 Students scoring at Achievement Level 3 in reading on the 2013 FCAT 2.0 were 27%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 8 %age points. The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 1 – Vocabulary for students scoring at Level 3.

G1.B2.S1 There will be additional opportunities for students achieving level 3 to engage in learning to increase Vocabulary.

PD Opportunity 1

- 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.
- Provide practice in determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area
- Provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases.
- Instructional Strategies will include, but not limited to: - word walls, - personal dictionaries, - context clue chart, - understanding context clues, - understanding multiple meaning words

Facilitator

MDCPS PD Facilitator; Contracted Vendors; Master Teacher

Participants

All Teachers

Target Dates or Schedule

Weekly and ongoing throughout the year

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

G1.B3 Students scoring at or above Achievement Level 4 in reading on the 2013 FCAT 2.0 were 13%. The goal is to improve student achievement by increasing the percentage of students achieving at or above level 4 to 26%; thus, reflecting an increase of 8%age points. The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 4 – Informational Text and Research Process for students scoring at or above Achievement Level 4

G1.B3.S1 There will be additional opportunities for students scoring at or above Achievement Level 4 to engage in learning to increase mastery of Informational Text and Research Process.

PD Opportunity 1

- Use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.
- Make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.

Facilitator

MDCPS PD Facilitator; Contracted Vendor; Teacher

Participants

All Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

G1.B6 Student performance data indicates that 58% of students scored proficient in listening/speaking on the CELLA. The goal for the 2014 CELLA is to increase proficiency by 4 percentage points, from 58% to 62%. A noted area of deficiency was listening and speaking. Students were unable to speak in English and understand spoken English that is at or above grade level due to the limited exposure to English at home.

G1.B6.S1 There will be additional opportunities for ELL students deficient in listening and speaking to engage in learning that increases exposure to English.

PD Opportunity 1

- Students participate in shared reading by listening to a passage and extracting the main idea.
- Students participate in shared reading, asking them to identify the main idea.
- Use of Simple, Direct Language : Monitor and adapt speech to ELL students: In using English with ELL students, the teacher should also listen carefully to his/her own language use and try to adapt it to meet the students' level of understanding of English. For example, the following can help a student gain a better understanding of what is being said: - restate complex sentences as a sequence of simple sentences; - avoid or explain use of idiomatic expressions (repeated and correct exposure to idioms can build understanding and give students confidence to use the idioms themselves). - restate at a slower rate when needed, but make sure that the pace is not so slow that normal intonation and stress patterns become distorted; - pause often to allow students to process what they hear; - provide specific explanations of key words and special or - technical vocabulary, using examples and nonlinguistic props when possible; use everyday language; and - provide explanations for the indirect use of language (i.e., indirect management strategies may need to be explained. For example, an ELL student may understand the statement; "I like the way Mary is sitting" merely as a simple statement rather than as a referenced example of good behavior).

Facilitator

MDCPS ELL Facilitator

Participants

Teachers with ELL students

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans; Classroom Walkthroughs with feedback; Teacher Evaluations Administrative Data Chats

G2. ECA's data indicates that 35 percent of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency to 42 percent; thus, reflecting an increase of 7 percentage points.

G2.B1 As noted on the 2013 FCAT 2.0 Writing 8th Grade Assessment, an area of deficiency is focus and organization.

G2.B1.S1 There will be additional opportunities for 8th grade students to engage in learning to improve focus and organization.

PD Opportunity 1

• Have students utilize drafting techniques to sustain writing by: - developing a pre-writing plan to create a picture, - describing the main idea topic and experiences, characters, setting, problem, events, solution, and ending, - applying personal narrative genre characteristics, - creating a personal word list of include: list sensory words, detail attributes, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, etc..., to assist in writing, - using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, - sequencing ideas in a logical manner using transitional words or phrases specific to the genre (narrative, expository, and persuasive), - applying transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing, - using effective lead and a statement of the opinion or position, - using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts), writing daily to increase writing fluency. • Encourage students to write a narrative that includes a main idea and characters by: - using linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solution, and ending, - applying personal narrative genre characteristics, - creating interest through supporting details, - using specific word choice (weak verbs to strong verbs, general nouns to specific nouns, descriptive words to describe the setting, sensory words) and author's craft (e.g. dialogue, similes/metaphors, personification to create interest, - using transitional words and phrases which move characters and story through time, rearranging words, sentences and paragraphs and combining sentences to create clarity, capitalizing and punctuating to assist in creating voice and fluency in the writing. • Have students write an informational/expository essay by: - reading expository pieces to notice text structure and author's craft techniques, - generating ideas from multiple sources, - picking a topic from previously compiled lists, or responding to a district expository writing prompt - using graphic organizers/strategies to make a plan focused on a main idea, - apply an appropriate hook (e.g., quotation, definition, questions, or descriptions, - using appropriate transitions that connect the supporting details, • Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing by: - evaluating a draft for the use of ideas and content, - rearranging words, sentences, and paragraphs, - creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency, - adding supporting details, and using transitions that connect the supporting details, - using appropriate transitions that connect - substituting active verbs for common verbs, - revising for the use of ideas and content (examples, statistics, comparison, cause/effect, vivid descriptions, and specific words), - including a developed incident as support for each reason, - revising specific words for general words (e.g., sensory words, rhyming words, words with multiple meanings, idioms, figurative language, surprising language), - circling spelling approximations to correct during editing, - using appropriate grabbers/hook (e.g., quotation, definition, questions, or descriptions), - substituting an effective ending appropriate to audience and purpose by using universal word endings, - deleting repetitive text, - responding to other writers and receiving feedback on writing using TAG(T-telling something you like, A-asking a question, G-giving a suggestion) or PQS (P-praise for something liked, Q- question a part of the writing to assist with clarity, S- suggest a way to assist with improvement). - using collaborative discussions orally building on each other's thought and ideas, - using checklist/FCAT Writing Rubric refine draft

Facilitator

Instructional Coach and Administration MDCPS Facilitator Contracted Vendors

Participants

ELA Teachers (Elementary and Middle School)

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats

PD Opportunity 2

• Explicitly teach how to clearly present and maintain the main idea, theme, or unifying point. • Foster students' consistent awareness of the topic and how to avoid loosely related or extraneous information. Model for students how to develop a theme or unifying point in the response that is clearly established and maintained throughout the essay. • Explicitly teach organization, which refers to the structure or plan of development (sequence, cause and effect, compare and contrast, etc.) and the relationship of one point to another. Promote the use of transitional devices to signal both the relationship of the supporting ideas to the main idea, theme, or unifying point, and the connections between and among sentences. • Provide examples of writing materials that demonstrate an effective organizational pattern, including thoughtful order and structure of information that guide the reader through the text, enhance understanding, and further the writer's purpose. Strong, well-crafted transitions are logically embedded in the text.

Facilitator

Contracted Vendor; MDCPS Facilitator

Participants

Writing Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats

G2.B2 As noted on the 2013 FCAT 2.0 Writing 4th Grade Assessment, an area of deficiency is conventions.

G2.B2.S1 There will be additional opportunities for 4th Grade students to engage in learning to improve use of conventions

PD Opportunity 1

Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by: • using left to right progression and sequencing, • utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations • correctly spelling approximations previously circled, • capitalizing the first word in each sentence, • completing sentences with correct capitalization including proper nouns, names and the proper noun I, • using ending punctuation including periods, questions marks and exclamation points, apostrophes, commas, colons, quotations to assist with creating voice within a writing piece, • using subject/verb and noun/pronoun agreement in simple and compound sentences within the writing piece, • including present/past tense agreement, subjective/objective pronouns, and plurals or irregular nouns.

Facilitator

MDCPS Facilitator

Participants

ELA/Writing Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans; Classroom Walkthroughs; Writing portfolios; School-wide Writing Plan; Teacher Evaluations; Administrative Data Chats

G3. ECA's proficiency of all students on the 2013 FCAT 2.0 Math is 27 percent. The goal is to increase student proficiency by 8 percentage points from 27 percent to 35 percent.

G3.B1 Students in the subgroups Black, Hispanic and ED did not meet 2013 AMO targets. The common area of deficiency noted for those subgroups on the 2013 administration of the FCAT 2.0 Math is Number: Base Ten and Fractions and Geometry and Measurement for all subgroups

G3.B1.S1 There will be additional opportunities for the identified AMO subgroups to engage in learning to increase proficiency in Number: Base Ten and Fractions and Geometry and Measurement

PD Opportunity 1

Number: Base Ten and Fractions Teachers will structure lessons so that students are provided opportunities to:

- identify a fraction from an area or set model, or vice versa
- compare and order fractions with like denominators using a model
- identify an equivalent fraction for one-half and one-fourth using a model

Support mathematical fluency and problem solving skills in the areas of:

- properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students to:
- relate equivalent fractions and decimals with and without models
- estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations
- rename fractions as mixed numbers, or vice versa
- interpret solutions to division situations, including remainders
- add and subtract fractions fluently with both like and unlike denominators and use models or properties in real-world situations;
- add and subtract decimals fluently and use models, place value, or properties in real-world situations
- solve real world problems involving positive and negative numbers

Facilitator

Instructional Coach and Administration MDCPS Facilitators Contracted Vendor

Participants

Math Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Intervention Logs Lesson Plans Classroom Walkthroughs with feedback Teacher Evaluations
Administrative Data Chats

PD Opportunity 2

Geometry and Measurement: Provide opportunities for students to:

- compose, decompose, and transform polygons to create and identify other polygons
- calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced
- measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch
- determine the amount of time elapsed to the nearest hour or half hour
- describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region
- identify benchmark angles of 45° , 90° , 180° , or 360° ; and identify acute, obtuse, right, or straight angles.
- identify and build a three-dimensional object from a two-dimensional representation of the object
- identify or describe a situation that requires the use of the area formula in a real-world context
- identify and classify angles using benchmark angle measurements that may include geometric notation
- identify and describe a shape that is the result of one or more translations, reflections, or rotations of the given shape
- identify two-dimensional views of a three-dimensional object
- identify and plot ordered pairs in the first quadrant of a coordinate plane

Support mathematical fluency and problem solving skills in the areas of determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations.

Facilitator

MDCPS Facilitator; Contracted Vendor

Participants

Math Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Intervention Logs Lesson Plans Classroom Walkthroughs with feedback Teacher Evaluations
Administrative Data Chats

G3.B2 Students scoring at Achievement Level 3 in Math on the 2013 FCAT 2.0 were 30%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 8 %age points. The common area of deficiency as noted on the 2013 FCAT Mathematics assessment in Grades 3-5 Number: Base Ten and Fractions and in Grades 6-8 Geometry and Measurement for students scoring at Achievement Level 3.

G3.B2.S1 There will be additional opportunities for students scoring at Achievement Level 3 to engage in learning to increase Number: Base Ten and Fractions in Grades 3-5 and Geometry and Measurement in Grades 6-8.

PD Opportunity 1

Grades 3-5: Teachers will structure lessons so that students are provided opportunities to:

- identify a fraction from an area or set model, or vice versa
- compare and order fractions with like denominators using a model
- identify an equivalent fraction for one-half and one-fourth using a model

Support mathematical fluency and problem solving skills in the areas of:

- properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students to:
- relate equivalent fractions and decimals with and without models
- estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations
- rename fractions as mixed numbers, or vice versa
- interpret solutions to division situations, including remainders
- add and subtract fractions fluently with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals fluently and use models, place value, or properties in real-world situations
- solve real world problems involving positive and negative numbers

Facilitator

MDCPS Facilitator and Contracted Vendor

Participants

Math Teachers and Elective Teachers

Target Dates or Schedule

Weekly based upon planning and ongoing throughout the year

Evidence of Completion

Lesson Plans; Classroom Walkthroughs with feedback; Teacher Evaluations; Administrative Data Chats

PD Opportunity 2

Grades 6-8: Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement, for example the process to determine the surface area and volume of prisms, pyramids, and cylinders, in the mathematics classroom. • Develop students' ability to make sense of real world application problems involving geometry and measurement, for example the problems that compare, contrast, and convert units of measure between different measurement systems, by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement, such as geometric prisms, pyramids, and cylinders, and perform multiple conversions within customary and metric measurement systems, including derived units, and linear conversions between systems.

Facilitator

MDCPS Facilitator

Participants

Math Teachers

Target Dates or Schedule

Weekly based upon planning and ongoing throughout the year

Evidence of Completion

Lesson Plans; Classroom Walkthroughs with feedback; Teacher Evaluations; Administrative Data Chats

G3.B5 Students in the lowest 25% that made learning gains in math on the 2013 FCAT 2.0 were 47%. The goal is to increase the percentage of students in the lowest 25% making learning gains by 3%age points. The common area of deficiency as noted on the 2013 FCAT Mathematics assessment is Number: Operations, Problems and Statistics and Number: Base Ten and Fractions for students in the lowest 25% making learning gains.

G3.B5.S1 There will be additional opportunities for students to engage in learning that promotes the mastery of Number:Operations, Problems, and Statistics and Base Ten and Fractions

PD Opportunity 1

Grades 6-8: • Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of rational numbers, properties, and linear equations. • Identify students in the lowest 25% and use an in-school intervention tutorial program to address the mathematics deficiencies particularly in the areas of rational numbers, properties, and linear equations as indicated by data reports, solving real-world problems using operations on real numbers and analyzing and summarizing data sets. • Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on fractions, decimals, number operations and properties. • Provide a variety of models of representation and hands-on activities to develop students' understanding of and fluency with rational numbers, properties, and linear equations.

Facilitator

MDCPS Facilitator; Contracted Vendor

Participants

Math Teacher

Target Dates or Schedule

Weekly and Ongoing throughout the year

Evidence of Completion

Lesson Plans ; Classroom Walkthroughs; Teacher Evaluations; Administrative Data Chats

PD Opportunity 2

Grades 3-5 : Provide opportunities for students to:

- solve real-world problems using multiplication and the related division facts
- translate a written description or a graphic representation to an expression or equation, which may include a symbol to represent an unknown
- identify the next or a missing figure in a graphic or numeric pattern and/or relationship

Support mathematical fluency and problem solving skills in the areas of:

- Multi-digit multiplication and expressions and equations by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students to:
- describe and apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division
- describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction, or multiplication
- construct, analyze, and draw conclusions about data displayed in a frequency table, bar graph, pictograph, or line plot

Provide opportunities for students to:

- identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts
- identify fact families that demonstrate the inverse relationship between multiplication and division
- identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition
- identify the correct bar graph, pictograph, or frequency table of a given set of data; and interpret data on a bar graph or pictograph to solve problems

Facilitator

MDCPS Facilitator; Contracted Vendor

Participants

Math Teacher

Target Dates or Schedule

Weekly and ongoing throughout the year

Evidence of Completion

Lesson Plans ; Classroom Walkthroughs; Teacher Evaluations; Administrative Data Chats

G4. ECA addresses middle school acceleration by increasing participation in EOC's. ECA is offering a course in Algebra I to advanced students. The goal for student performance is to achieve a proficiency level of 41 percent on the EOC Algebra I.

G4.B2 The noted barrier to student performance in EOC Algebra I was exposure to challenging algebraic math concepts within math classes.

G4.B2.S1 There will be additional opportunities for students to be exposed to challenging algebraic math concepts within math classes.

PD Opportunity 1

- Promote comparison solution strategies must be presented to students side-by-side, rather than sequentially. Side-by-side placement allows for more direct comparison of solution strategies and facilitates the identification of similarities and differences between strategies. A side-by-side comparison helps students notice and remember the features that are important to each or both solution strategies. Using common labels in the examples should also help students notice the similarities and differences. - Provide opportunities for comparison conversations. Use comparison that has been found to improve algebra learning is for teachers to engage students in comparison conversations. Discussion of and comparison of multiple strategies helps students justify why a particular solution strategy or solution step is acceptable and helps students make sense of why certain strategies are more efficient than others for particular problems. Teachers can help guide comparison conversations to ensure that students are able to make connections among strategies that they would not always be able to make on their own. - Provide students with the opportunity to generate multiple solution methods to the same problem, either by investigating multiple solutions of the same equation or by creating new equations to solve by a given method. In general, knowledge of multiple solution strategies seems to help students more readily consider efficiency and accuracy when solving problems. Additionally, by generating multiple solutions, students are encouraged to move away from using a single strategy.

Facilitator

MDCPS PD Facilitator; Contracted Vendor; Teachers

Participants

Algebra Teacher

Target Dates or Schedule

Weekly based upon planning and Ongoing

Evidence of Completion

Lesson Plans; -+Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats

PD Opportunity 2

-Analyze data to identify students that excel in fundamental mathematical concepts and skills -Offer an Algebra I course in the master schedule -Acquire materials and resources to offer course and schedule students accordingly -Provide training and support to teacher so that effective instructional practices will be implemented within the Algebra classroom -

Facilitator

MDCPS PD Facilitator; Contracted Vendor; Teachers

Participants

Algebra Teacher

Target Dates or Schedule

Beginning of the year for identification and offering of course. Acquisition of materials and planning of effective instructional practices are ongoing throughout the year

Evidence of Completion

Master Schedule Lesson Plans

G5. ECA's students' were not administered the 2013 Algebra I EOC. The District's performance on the 2013 Algebra I is 39% proficient. Our goal is to increase to 42 percent, reflecting a 3 percentage point increase.

G5.B1 An area of deficiency as noted in the District's performance on the EOC Algebra is Polynomials and Rationals, Radicals, Quadratics, & Discrete Mathematics for Achievement Levels 3, 4 and 5.

G5.B1.S1 There will be additional opportunities for Algebra students to engage in learning to increase understanding and application of Polynomials, Rationals, Radicals, Quadratics, and Discrete Mathematics.

PD Opportunity 1

Teachers will structure lessons so that students are provided opportunities to:

- Provide opportunities for the students to symbolically represent, solve, graph and interpret, and analyze, and apply concepts of linear equations, inequalities, and systems of linear equations in two variables.
- Solve algebraic proportions in real-world or mathematical contexts.
- Solve simple quadratic equations with rational solutions.
- Perform set operations, such as union and intersection, complement and cross product.
- Use Venn diagrams to explore relationships and patterns between sets as well as make arguments about relationships among sets
- Apply laws of exponents to simplify monomial expressions with integral exponents.
- Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.
- Completely factor polynomials
- Simplify rational expressions.
- Divide polynomials by monomials.
- Support mathematical fluency and problem solving skills in the areas of equations, inequalities, and systems of linear equations, quadratic equations, rational and radical expressions, algebraic proportions and set theory by providing time to practice and apply learned concepts in real-life situations

Facilitator

MDCPS Facilitator Contracted Vendor

Participants

Math Teacher

Target Dates or Schedule

Weekly and Ongoing

Evidence of Completion

Lesson Plans Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats

G6. The goal for 5th Grade on 2014 FCAT Science is to improve student achievement from 33 percent to 37percent; thus, reflecting an increase 4 of percentage points.

G6.B1 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science for students scoring at Achievement Level 3

G6.B1.S1 There will be additional opportunities for 5th Grade students to engage in learning to increase understanding and mastery of concepts and skills in the Nature of Science

PD Opportunity 1

- Plan collaboratively on a weekly basis using the District Pacing Guide
- Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.
- Implement all essential laboratories developed by MDCPS.
- Develop Higher-Order Questioning Strategies using instruction to enhance student thinking.
- Encourage students to communicate verbally (accountable talk) and in writing.
- Increase rigor in science writing in laboratory conclusions (i.e. incorporating claims, evidence and reasoning).
- Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.)
- Participate in data chats with students.
- Use quality formative assessments to inform instruction
- Promote the use of corrective feedback on assignments.
- Provide opportunities for all students to participate in scientific enrichment activities,

Facilitator

MDCPS Facilitator

Participants

Science Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

G7. The goal for 8th Grade on 2014 FCAT Science is to improve student achievement from 16 percent to percent; thus, reflecting an increase of 5 percentage points.

G7.B1 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science for students scoring at Achievement Level 3

G7.B1.S1 There will be additional opportunities for 8th Grade students to engage in learning to increase understanding and mastery of Nature of Science concepts and skills.

PD Opportunity 1

- Plan collaboratively on a weekly basis using the District Pacing Guide
- Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.
- Implement all essential laboratories developed by MDCPS.
- Develop Higher-Order Questioning Strategies using instruction to enhance student thinking.
- Encourage students to communicate verbally (accountable talk) and in writing.
- Increase rigor in science writing in laboratory conclusions (i.e. incorporating claims, evidence and reasoning).
- Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups.)
- Participate in data chats with students.
- Use quality formative assessments to inform instruction
- Promote the use of corrective feedback on assignments.
- Provide opportunities for all students to participate in scientific enrichment activities

Facilitator

MDCPS Facilitator

Participants

Science Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats

G8. The STEM goal is to implement problem-solving, discovery and exploratory learning ensuring engagement in finding solutions, increasing collaborative research projects & blending critical thinking experiences from 0 to 4 with 100 percent participation.

G8.B2 Noted barriers to 100% participation in STEM experiences is coordination of structured projects and available resources.

G8.B2.S1 1. Brainstorm resources to complete deliverable project planning tools and necessary project production tools (word processing, demonstration software) 2. Determine required time and funds needed to complete (if any) 3. Identify People and experts, Resource centers and organizations; Technology and software applications 4. Note any existing systems and level of Information accessibility: literature, books, Internet, 5. Create Team: number, skills, motivation

PD Opportunity 1

• Develop a plan that supports the implementation of quality program • Identify, select the needs of the school and resources available to support STEM • Structure instructional plans with STEM attributes/standards to promote student use of STEM. • Assess staff knowledge and understanding of STEM • Provide targeted training on strategies that support the implementation of STEM, such as training on how to use online-standards based resources system which helps educators find peer- and expert- reviewed resources for exhibits, camps, teacher professional development and other initiatives. • Ensure teacher incorporation and utilization of STEM rubrics for monitoring of implementation

Facilitator

MDCPS PD Facilitator; Contracted Vendor; Teachers

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

STEM Implementation Plan Administrative Data Chats Lesson Plans Student assessment data (School-based, District and State) Training and Meeting Agendas/Notes STEM Implementation Rubric and Score

G10. The goal for EOC Civics is to improve student performance from 33.9 percent, as noted on the District's baseline assessment, to 41 percent for Level 3 and from 6.1 percent to 7 percent for Level 4.

G10.B1 Students need structured curriculum, activities and assessments that prepare and expose students to required benchmarks for Civics

G10.B1.S1 • Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. • Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. • Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery. • Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics. • Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. • Provide activities that allow students to interpret primary and secondary sources of information. • Provide opportunities for students to examine opposing points of view on a variety of issues. • Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues. • Provide opportunities for students to write to inform and to persuade. • Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched. • Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through Civics content. • Provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of content strengths and areas in need of performance. • Provide opportunities/intervention for students who demonstrate deficiencies in benchmark mastery. • Provide opportunities for students to participate in project-based learning activities, including co-curricular programs offered by the District; e.g., Project Citizen.

PD Opportunity 1

- Emphasizes problem solving and inquiry-based learning;
- Emphasizes research-based activities on a public policy issue;
- Provide opportunities for students to examine opposing points of view on a public policy issue; and
- Provides opportunities for students to write to inform and to persuade.

Facilitator

MDCPS Facilitator Instructional Coach

Participants

Social Studies Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Classroom based assessment Assessment data

G11. ECA's attendance goal for the 2013-14 school year is to reduce the percentage of students missing 10 percent of instructional time from 12 to 11 percent. Our goal is to reduce behavior referrals that lead to suspension from 2 percent to 1 percent.

G11.B3 Noted barrier to decreasing students being retained is the need for structure and organized proactive attempts to prevent failure, and identify at-risk children as soon as possible and immediately take action to implement best practices.

G11.B3.S1 -Provide high-quality instructional programming, especially for children at greatest risk for academic failure due largely to starting "way behind" in their grade level -Provide teachers with intensive, quality professional development opportunities focused on (a) raising student achievement and (b) meeting the diverse needs of struggling students. -Provide research-based intervention strategies that meet the individual needs of struggling students. -Actively address the social needs and provide social support as well as academic assistance for struggling students. -Develop rigorous, specific, grade-by-grade standards that provide direction for curriculum development and help teachers assess individual learning needs. -Involve parents as team members in improving student performance. -Continue to monitor and provide assistance on an "as-needed" basis to students who are exited from intervention programs.

PD Opportunity 1

1. Teaching complements core instruction by previewing, reviewing, re-teaching and providing additional practice on specific standards and relevant application of knowledge • Specific standards where students show weakness are identified prior to design of program • Lesson plans and resources are developed that preview, review, assess progress and provide practice on selected standards
 2. Flexible grouping of students takes place based on student needs and assessment data • Students are grouped by academic needs and skill deficits • Student assignment is revisited at least twice during the year to ensure that students are receiving the right supports
 3. Continuous monitoring of student progress takes place to evaluate impact and adjust content and instructional strategies • Quarterly teachers examine student progress through formative assessments and discussion with other teachers • Curriculum adjusted based on interim and quarterly assessment results • Students are involved in goal-setting and charting their own progress
 4. Opportunities for communication and collaboration among teachers are built into the school schedule to allow for discussion of instructional practices and student needs • Time is available for teachers to meet at least weekly to discuss student progress and needs as well as lesson plans and instructional practices to meet those needs – discussion focuses on academic support classes as well as core academic classes • There is clear and regular communication between core classroom teachers and academic support/intervention teachers
 5. Adequate time is provided for struggling students to get the additional academic support they need while maintaining a balance of academics and enrichment • Students who need additional support receive at least 3-5 hours per week of tiered intervention tailored specifically to their needs

Facilitator

Participants

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback
Teacher Evaluations Administrative Data Chats and Schedule

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	ECA's proficiency of all students on the 2013 FCAT 2.0 Reading is 38 percent. The goal is to increase student achievement to 51 percent; thus, reflecting a 13 percentage point increase.	\$600
G2.	ECA's data indicates that 35 percent of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency to 42 percent; thus, reflecting an increase of 7 percentage points.	\$600
G4.	ECA addresses middle school acceleration by increasing participation in EOC's. ECA is offering a course in Algebra I to advanced students. The goal for student performance is to achieve a proficiency level of 41 percent on the EOC Algebra I.	\$600
Total		\$1,800

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program
Total	\$1,800	\$1,800
Title I	\$1,200	\$1,200
SAC funding	\$600	\$600

Budget Details

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

G1. ECA's proficiency of all students on the 2013 FCAT 2.0 Reading is 38 percent. The goal is to increase student achievement to 51 percent; thus, reflecting a 13 percentage point increase.

G1.B4 Students that made learning gains in reading on the 2013 FCAT 2.0 were 69%. The goal is to increase the percentage of students making learning gains to 72%; thus, reflecting an increase of 3%age points. The area of deficiency noted was reporting category 2 and 3 – Reading Application and Literary Analysis for all students making learning gains.

G1.B4.S1 There will be additional opportunities for students that made learning gains in reading to engage in learning to increase Reading Application and Literary Analysis.

Action Step 1

- Teachers will focus more on the character's point-of-view, text-to-self relationships, text-to-text relationships, mood imagery, and how text features impact the text.
- Also, teachers will engage students in Reciprocal Reading strategies on a weekly basis.

Resource Type

Evidence-Based Program

Resource

Purchase of tutorial materials and resources

Funding Source

SAC funding

Amount Needed

\$300

G1.B5 Students in the lowest 25% that made learning gains in reading on the 2013 FCAT 2.0 were 84%. The goal is to increase the percentage of students in the lowest 25% making learning gains to 86%; thus, reflecting an increase of 2%age points. The area of deficiency noted was reporting category 1 and 2 – Vocabulary and Reading Application for students in the lowest 25% making learning gains.

G1.B5.S1 There will be additional opportunities for students in the lowest 25% that made learning gains in reading to engage in learning to increase their Vocabulary and Reading Application.

Action Step 2

Students will be provided opportunities to read and comprehend literature and informational text at the high end of the 2-3 and 4-5 text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers. Identify author’s purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Provide opportunities for students to refer to details and examples in a text what the text says explicitly and when drawing inferences from text.

Resource Type

Evidence-Based Program

Resource

Purchase of tutorial material and resources

Funding Source

SAC Funding

Amount Needed

\$300

G2. ECA's data indicates that 35 percent of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is to increase proficiency to 42 percent; thus, reflecting an increase of 7 percentage points.

G2.B1 As noted on the 2013 FCAT 2.0 Writing 8th Grade Assessment, an area of deficiency is focus and organization.

G2.B1.S1 There will be additional opportunities for 8th grade students to engage in learning to improve focus and organization.

Action Step 1

•Have students utilize drafting techniques to sustain writing by: - developing a pre-writing plan to create a picture, - describing the main idea topic and experiences, characters, setting, problem, events, solution, and ending, - applying personal narrative genre characteristics, - creating a personal word list of include: list sensory words, detail attributes, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, etc..., to assist in writing, - using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, - sequencing ideas in a logical manner using transitional words or phrases specific to the genre (narrative, expository, and persuasive), - applying transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing, - using effective lead and a statement of the opinion or position, - using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts), writing daily to increase writing fluency. • Encourage students to write a narrative that includes a main idea and characters by: - using linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solution, and ending, - applying personal narrative genre characteristics, - creating interest through supporting details, - using specific word choice (weak verbs to strong verbs, general nouns to specific nouns, descriptive words to describe the setting, sensory words) and author's craft (e.g. dialogue, similes/metaphors, personification to create interest, - using transitional words and phrases which move characters and story through time, rearranging words, sentences and paragraphs and combining sentences to create clarity, capitalizing and punctuating to assist in creating voice and fluency in the writing. • Have students write an informational/expository essay by: - reading expository pieces to notice text structure and author's craft techniques, - generating ideas from multiple sources, - picking a topic from previously compiled lists, or responding to a district expository writing prompt - using graphic organizers/strategies to make a plan focused on a main idea, - apply an appropriate hook (e.g., quotation, definition, questions, or descriptions, - using appropriate transitions that connect the supporting details, • Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing by: - evaluating a draft for the use of ideas and content, - rearranging words, sentences, and paragraphs, - creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency, - adding supporting details, and using transitions that connect the supporting details, - using appropriate transitions that connect - substituting active verbs for common verbs, - revising for the use of ideas and content (examples, statistics, comparison, cause/effect, vivid descriptions, and specific words), - including a developed incident as support for each reason, - revising specific words for general words (e.g., sensory words, rhyming words, words with multiple meanings, idioms, figurative language, surprising language), - circling spelling approximations to correct during editing, - using appropriate grabbers/hook (e.g., quotation, definition, questions, or descriptions), - substituting an effective ending appropriate to audience and purpose by using universal word endings, - deleting repetitive text, - responding to other writers and receiving feedback on writing using TAG(T-telling something you like, A-asking a question, G-giving a suggestion) or PQS (P-praise for something liked, Q- question a part of the writing to assist with clarity, S- suggest a way to assist with improvement). - using collaborative discussions orally building on each other's thought and ideas, - using checklist/FCAT Writing Rubric refine draft

Resource Type

Evidence-Based Program

Resource

Contracted Vendor to provide instructional support and training

Funding Source

Title I

Amount Needed

\$300

Action Step 2

• Explicitly teach how to clearly present and maintain the main idea, theme, or unifying point. • Foster students' consistent awareness of the topic and how to avoid loosely related or extraneous information. Model for students how to develop a theme or unifying point in the response that is clearly established and maintained throughout the essay. • Explicitly teach organization, which refers to the structure or plan of development (sequence, cause and effect, compare and contrast, etc.) and the relationship of one point to another. Promote the use of transitional devices to signal both the relationship of the supporting ideas to the main idea, theme, or unifying point, and the connections between and among sentences. • Provide examples of writing materials that demonstrate an effective organizational pattern, including thoughtful order and structure of information that guide the reader through the text, enhance understanding, and further the writer's purpose. Strong, well-crafted transitions are logically embedded in the text.

Resource Type

Evidence-Based Program

Resource

Contracted Vendors to provide instructional support and training

Funding Source

Title I

Amount Needed

\$300

G4. ECA addresses middle school acceleration by increasing participation in EOC's. ECA is offering a course in Algebra I to advanced students. The goal for student performance is to achieve a proficiency level of 41 percent on the EOC Algebra I.

G4.B2 The noted barrier to student performance in EOC Algebra I was exposure to challenging algebraic math concepts within math classes.

G4.B2.S1 There will be additional opportunities for students to be exposed to challenging algebraic math concepts within math classes.

Action Step 2

-Analyze data to identify students that excel in fundamental mathematical concepts and skills -Offer an Algebra I course in the master schedule -Acquire materials and resources to offer course and schedule students accordingly -Provide training and support to teacher so that effective instructional practices will be implemented within the Algebra classroom -

Resource Type

Evidence-Based Program

Resource

Contracted Vendors to provide instructional support and training (in-class, after-school)

Funding Source

Title I

Amount Needed

\$600