

2013-2014 SCHOOL IMPROVEMENT PLAN

Lincoln Marti Charter School Hialeah Campus
3500 W 84TH ST
Hialeah, FL 33018
305-827-8080

School Demographics

School Type Combination School	Title I Yes	Free and Reduced Lunch Rate 87%
Alternative/ESE Center No	Charter School Yes	Minority Rate 99%

School Grades History

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

Lincoln Marti Charter School Hialeah

Principal

Martin Angora/Tammy Lara

School Advisory Council chair

Katrina Perez

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

Name	Title
Tammy Lara	Principal
Monica Delgado	Assistant Principal
Katrina Perez	ESOL Coordinator
Soidemer Nunez	Reading Coach
Sherisse Matos	Counselor
Elena Garcia	Building Administrator
Ariadna Morales	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

Principal -1, Teachers –4, Parents – 5, Student-2, Business Community Representative-1

Involvement of the SAC in the development of the SIP

The SAC team met to disaggregate and analyze the school data to develop an action plan based on current levels and needs. The SAC team will meet again to approve the SIP Draft before posting the final copy.

Activities of the SAC for the upcoming school year

The SAC will meet 4 times this year to discuss the progress of the school in meeting goals set in the School Improvement Plan. Data will be reviewed and analyzed and suggestions for improvement in the progress will be made. Areas such as discipline and student safety will also be addressed.

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

The SAC funds are allocated in the amount of approximately \$2100 and will be used to provide incentives to all students.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Martin Angora/Tammy Lara

Principal

Years as Administrator: 7

Years at Current School: 1

Credentials

Master of Science/
Educational Leadership;
Bachelor of Science/
Varying Exceptionalities

Performance Record

2012-2013 – School Grade C
Florida Intercultural Academy
Davie Campus
Rdg. Proficiency, 58%
Math Proficiency, 43%
Rdg. Lrg. Gains, 52 points
Math Lrg. Gains, 46 points
Rdg. Imp. of Lowest 25% -
62 points
Math Imp. of Lowest 25%-
41 points 2012-2013 – School Grade C
Florida Intercultural Academy
Hollywood Campus
Rdg. Proficiency, 50%
Math Proficiency, 36%
Rdg. Lrg. Gains, 61 points
Math Lrg. Gains, 32 points
Rdg. Imp. of Lowest 25% -
52 points
Math Imp. of Lowest 25%-
34 points

2011-2012
Mavericks High of South Miami, Principal

2010-2011
Mavericks High of South Miami, Assistant
Principal
School Grade- (N/A School was new and
did not receive a grade)

2009-2010
Downtown Miami Charter School, Assistant
Principal, Grade-D
Reading Mastery 53%, Math Mastery 44%,
Science Mastery 20%, Writing Mastery 77%
Black students made AYP in Reading.
Economically Disadvantaged students
made AYP in Reading. AYP requirements
overall were not met.

2008-2009
Downtown Miami Charter School, Assistant
Principal, Grade-C
Reading Mastery 49%, Math Mastery 50%,
Science Mastery 23%, Writing Mastery 87%
Black students made AYP in Math. Hispanic

students made AYP in Reading.
Economically Disadvantaged students made AYP in Math and Reading. AYP requirements overall were not met.

Monica Delgado		
Asst Principal	Years as Administrator: 1	Years at Current School: 2

Credentials
Bachelor of Science/
Psychology
(Currently seeking Master of Science in Educational Leadership)

Performance Record
2012-2013
Rdg. Proficiency, 57%
Math Proficiency, 59%
Rdg. Lrg. Gains, 68points
Math Lrg. Gains, 67points
Rdg. Imp. of Lowest 25% -
67 points
Math Imp. of Lowest 25%-
65points
Rdg. AMO -57
Math AMO-59
2011-2012 -Manpower Staffing Agency; Recruiter
2009-2011 - Full time student at Carlos Albizu University

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Soidemer Nunez		
Full-time / School-based	Years as Coach: 0	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Bachelor Science/Exceptional Student Education	
Performance Record	2012-2013 Lincoln Marti Charter School Hialeah - B First Grade Teacher Rdg. Proficiency, 57% Math Proficiency, 59% Rdg. Lrg. Gains, 68points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25%- 65 points Rdg. AMO –57 Math AMO–59 2011-2012 Lincoln Marti Charter School Hialeah - A First Grade Teacher Rdg. Proficiency, 56% Math Proficiency, 54% Rdg. Lrg. Gains, 78 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25%- 79 points Rdg. AMO –NA Math AMO–NA 2010-2011 Lincoln Marti Charter School Hialeah - A Kindergarten Grade Teacher Rdg. Proficiency, 60% Math Proficiency, 58% Rdg. Lrg. Gains, 79points Math Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 87 points Math Imp. of Lowest 25%- 87 points Rdg. AMO –NA Math AMO–NA 2007-2010 - Title Executive Center Post Closer, Manager	

Classroom Teachers

of classroom teachers

29

receiving effective rating or higher

29, 100%

Highly Qualified Teachers

93%

certified in-field

29, 100%

ESOL endorsed

15, 52%

reading endorsed

2, 7%

with advanced degrees

2, 7%

National Board Certified

0, 0%

first-year teachers

4, 14%

with 1-5 years of experience

20, 69%

with 6-14 years of experience

3, 10%

with 15 or more years of experience

2, 7%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

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

Lincoln Marti Charter School provides information on current openings on the school's website as well as in different newspapers and online sources. The new personnel go through an interview process to

ensure that they meet the necessary requirements to meet expected performance standards related to the position(s). Once new teachers are recruited based on the years of experience in the field of education, a mentoring program is implemented. New teachers also become part of a Professional Learning Community to be actively engaged in the learning process. Highly qualified teachers, certified-in-field, and effective teachers receive annual incentives based on their achievements.

Teacher Mentoring Program/Plan

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

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

Experienced teachers will provide mentoring opportunities to new teachers. Teachers with expertise in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction will support non-experience teachers. Different mentoring activities will include: grade level meetings, common planning, and co-teaching while implementing different strategies.

The following mentoring assignments have been given:

Ileana Monteagudo, new teacher, will be mentored by Ariadna Morales

Yariana Triay, new teacher, will be mentored by Sarica Oates

Rumaika Iglesias, new teacher, will be mentored by Milena Hidalgo

Julie Acosta, new teacher, will be mentored by Sashja Gonzalez

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 uses 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 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 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(s) (Tammy Lara - Principal; Monica Delgado - Assistant Principal) 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(s), the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
 - Katrina Perez – ESOL Coordinator; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the ESOL population, CELLA and LEP compliance issues, and participate in the MTSS problem solving process.
 - Soidemer Nunez – Reading Coach; Role and Responsibility - In charge of implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based research in reading instruction; maintain high fidelity implementation of reading instruction, attend regular meetings, and participate in the MTSS problem solving process.
 - Sherise Matos – Counselor; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the social and behavioral needs aspect of the school operation, Rtl implementation and compliance, and participate in the MTSS problem solving process.
 - Elena Garcia – Building Administrator; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the operational and functional aspect of school operations and participate in the MTSS problem solving process.
 - Ariadna Morales - Teacher; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the academic progress of the students, needs of the teachers including mentoring and guidance, and participate in the MTSS problem solving process.
- 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

Administrators (Tammy Lara - Principal; Monica Delgado - Assistant Principal; Soidemer Nunez - Reading Coach) 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

Administrators (Tammy Lara - Principal; Monica Delgado - Assistant Principal; Soidemer Nunez - Reading Coach; Sherise Matos – Counselor) 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)

Management System:

Step 1: At the close of each FAIR testing window, data is collected by the teachers.

Step 2: Data is then analyzed through data chats and MTSS and Leadership Team meetings.

Step 3: Groups are then formed to target each student's critical needs.

Step 4: Data is reanalyzed periodically to reform groups as needed

- EasyCBM

Management System:

Step 1: During Tier 2 of the RtI process, students are assessed every three weeks.

Step 2: Data is analyzed after three weeks to determine effectiveness.

Step 3: Decision is made to determine need for Tier 3 or remain on Tier 2.

- Interim assessments

Management System:

Step 1: Baseline and Interims are administered to Grades 3-8 for all subject areas three times a year.

Step 2: At each administration, data is analyzed through data chats, MTSS and Leadership Team meetings.

Step 3: Groups are then formed to target each student's critical needs.

Step 4: Data is reanalyzed periodically to reform groups as needed

- FCAT/SAT 10

Management System:

Step 1: Data is gathered from the previous school year

Step 2: Data is analyzed through data chats, MTSS and Leadership Team meetings and decisions are made for the need for further testing through FAIR.

Step 3: Groups are then formed to target each student's critical needs.

Step 4: Data is reanalyzed periodically to reform groups as needed

- Student grades

Management System:

Step 1: Teachers assess students on a weekly basis and monitor students grades for growth.

Step 2: Teachers reteach necessary skills.

Step 3: Reevaluations determine need for interventions or further action by MTSS and RtI Team.

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

Management System:

Step 1: Administration gathers data from the behavioral monitoring systems used every 9 weeks.

Step 2: Data is analyzed and decisions are made regarding necessary actions regarding consequences or reward systems.

Step 3: Newly implemented systems are monitoring by administration and changes are made as deemed necessary.

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 tools provided 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.

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: 14,820**

The school uses supplemental instructional materials to target the needs of individual learners, while being exposed to different test taking strategies such as: process of elimination, search and destroy, and 4 squares writing process.

Supplemental Materials:

Kindergarten-Common Core Math and Reading

1st and 2nd Grade- Common Core Clinics Math and Reading

3rd, 4th, 7th and 8th Grade- Writing Source

3rd-8th Grade-Florida Coach Math, Reading, Writing and Science

3rd-8th Grade-Jumpstart Math, Reading, Writing and Science

3rd-8th Grade-Ladders to Success Math, Reading, Writing and Science

3rd-8th Grade-Crosswalk Reading and Math

During the months of January through April, Saturday tutoring is implemented and students receive instruction in problem solving strategies in the areas of Reading, Writing, Science and Mathematics.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data will be collected periodically at the end of each lesson/unit. Data will be disaggregated and analyzed with the students and future goals will be set. Data will be discussed in grade level meetings to evaluate effectiveness of instructional strategies.

Who is responsible for monitoring implementation of this strategy?

Administration will oversee and monitor the implementation of teaching strategies.

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

Name	Title
Tammy Lara	Principal
Monica Delgado	Assistant Principal
Soidemer Nunez	Reading Coach
Katrina Perez	ESOL Coordinator
Sherisse Matos	Counselor
Sashja Gonzalez	MS English/LA Arts Teacher
Sonia Battle	3rd Grade Teacher

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The Principal, Reading coach, teachers and other principal appointees serve on this team and meet at least once a month to:

1. 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.
2. Hold meetings monthly. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

Major initiatives of the LLT

The Literacy Team will focus on improving student achievement to increase FCAT and SAT scores through daily implementation of the Comprehensive Reading Program and technology based resources. The team will attend professional developments and disseminate new information to instructional staff. The team will keep all subject areas abreast of reading intervention strategies and, through data analysis, focused on the areas of weakness.

Every Teacher Contributes to Reading Instruction

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

Every teacher will implement and monitor the daily use of effective, researched based strategies and technology based resources such as FCAT Explorer and Reading Plus. Biweekly reports are printed and analyzed by the Reading Coach and teacher. Teachers will also incorporate the interdisciplinary approach to support the reading curriculum and strategies. Journal writing will be part of every classroom routine daily and be accompanied with teacher driven modeling to ensure the practice of effective writing skills. Administration will monitor this process through daily walk-throughs and observations.

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

Lincoln Marti Charter School Hialeah Campus will assist with providing young children with a variety of meaningful experiences, in environments that give them opportunities to generate knowledge through initiatives shared with supportive adults. We will assist with the transition from early child hood programs to our school by conducting orientation meetings for parents and guardians. Policies, procedures, and curriculum are explained and discussed at this orientation. Parent-Teacher handbooks are provided to parents as a resource guide for the school year. Teachers provide an orientation at Open House and conduct parent conferences, as needed throughout the school year. Monthly parent workshops are also offered to provide information on how parents can assist their children with the learning process and on the resources available in Miami-Dade County Public schools. Prior to entering kindergarten, the oral Language Proficiency Test is administered to determine language proficiency. FLKRS and FAIR

assessments are used to determine social skills, student readiness, and reading skills. The FAIR Assessment is administered at the beginning of the year, and to monitor progress midyear and at the end of the year. Peabody and CELLA are administered at the end of the year. The results of these assessments are monitored through data analysis meetings, observations, and classroom walk-throughs.

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

On an annual basis the school surveys the students to see what their career future expectations are. This allows the school to develop a curriculum plan based on the relevance to the students' future. These courses allow the students to experience the different responsibilities of each field. Annually, the school hosts a Career Fair incorporating professionals from the various interests the students expressed.

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

The Leadership Team and the counselor analyze the survey's results and based on students' interests the courses are offered. The counselor also meets with the students to talk about their future goals.

Strategies for improving student readiness for the public postsecondary level

NA

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	52%	57%	Yes	57%
American Indian				
Asian				
Black/African American	29%	32%	Yes	36%
Hispanic	54%	57%	Yes	59%
White				
English language learners	43%	47%	Yes	48%
Students with disabilities	54%	30%	No	59%
Economically disadvantaged	49%	57%	Yes	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	32%	35%
Students scoring at or above Achievement Level 4	43	22%	23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	71%

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)	58	45%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	42	34%	41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	37	29%	36%

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	25	42%	48%
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	51%	58%	Yes	56%
American Indian				
Asian				
Black/African American	23%	29%	Yes	31%
Hispanic	53%	60%	Yes	58%
White				
English language learners	53%	61%	Yes	58%
Students with disabilities	70%	20%	No	73%
Economically disadvantaged	47%	58%	Yes	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	34%	37%
Students scoring at or above Achievement Level 4	41	21%	22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		73%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		71%	74%

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	<i>[data excluded for privacy reasons]</i>		28%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		17%

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	<i>[data excluded for privacy reasons]</i>		21%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		37%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		20
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

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

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	58	15%	14%
Students retained, pursuant to s. 1008.25, F.S.	11	4%	3%
Students who are not proficient in reading by third grade	21	44%	40%
Students who receive two or more behavior referrals	8	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	2%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	3	4%	3%
Students who fail two or more courses in any subject	2	3%	2%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Goals Summary

- G1.** Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 57% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency at 57%.
- G2.** Student performance data from the 2013 FCAT Writing Assessment indicates that 42% (25) of students achieved Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 48%.
- G3.** Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 58% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency at 58%.
- G4.** Our goal for the 2013-2014 school year is that 10% of students will participate in EOC accelerated courses.
- G5.** Our goal for the 2013-2014 school year is that 10% of students who participate in the Algebra EOC will achieve proficiency.
- G6.** Student performance data from the 2013 FCAT Science Assessment indicates that 39% of 5th grade students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 45%.
- G7.** Student performance data from the 2013 FCAT Science Assessment indicates that 54% of 8th grade students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 58%.
- G8.** Our goal is to increase the number of students in grades 2-5 participating in the Science FAIR to 90% . The purpose is to encourage participation in science, to develop their inquiry and investigation skills, and to enhance children's pride in completing
- G9.** Utilize Career Technical Student Organization (CTSO), Career Development Events and related curriculum aligned to appropriate CTE program to increase rigor, relevance, and opportunities for STEM activities.
- G10.** Our goal for the 2013-2014 school year is that 10% of middle school students will score proficient on the 2014 Civics EOC Test.
- G11.** Student data from the 2012-2013 school year indicated that 19% of elementary students were negatively affected in the Early Warning Systems. Our goal for the 2013-2014 school year is to reduce the number of students by 3 percentage points to 16%.
- G12.** Student data from the 2012-2013 school year indicated that 7% of middle school students were negatively affected in the Early Warning Systems. Our goal for the 2013-2014 school year is to reduce the number of students by 2 percentage points to 5%.

Goals Detail

G1. Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 57% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency at 57%.

Targets Supported

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

Resources Available to Support the Goal

- McGraw-Hill Wonder Works, McGraw-Hill Wonders Reading Program and ELL Supplemental Materials Florida Coach Series: Ladders to Success, Jumpstart, Buckle Down, FCAT Coach, Crosswalk

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 30% of the students in the SWD subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 29 percentage points to 59%.
- Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 32% (62) of students achieved level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 35%.
- Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 71% of students made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 74%.
- Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 68% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 71%.
- Student performance data from the 2013 CELLA Assessment indicates that 45% (58) of ELL students achieved proficiency in Listening/Speaking English. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 51%.
- Student performance data from the 2013 CELLA Assessment indicates that 34% (42) of ELL students achieved proficiency in Reading English. Our goal for the 2013-2014 school year is to increase student proficiency by 7 percentage points to 41%.
- Student performance data from the 2013 CELLA Assessment indicates that 29% (27) of ELL students achieved proficiency in Writing English. Our goal for the 2013-2014 school year is to increase student proficiency by 7 percentage points to 36%.
- Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 22% (42) of students achieved Level 4-5. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 23%.

Plan to Monitor Progress Toward the Goal

Analyze data results

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Mini Assessments, tutorial assessments, EduSoft Reports, Projects and reports from Reading Plus and FCAT Explorer. Summative: 2014 FCAT 2.0 Reading Test

G2. Student performance data from the 2013 FCAT Writing Assessment indicates that 42% (25) of students achieved Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 48%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Source Four Square Writing Program

Targeted Barriers to Achieving the Goal

- Student performance data from the FCAT Writing Assessment indicates that 29% of students in 4th Grade were proficient in Writing at a 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students proficient in Writing by 20 percentage points to 49%.
- Student performance data from the FCAT Writing Assessment indicates that 70% of students in 8th Grade were proficient in Writing at a 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students proficient in Writing by 5 percentage points to 75%.

Plan to Monitor Progress Toward the Goal

Reading Coach and Administration will monitor data from district writing assessment, mid-year writing assessment and ongoing classroom writing assessments on a bi-weekly basis. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: In house bi-weekly prompts and Edusoft reports. Summative: 2014 FCAT Writing test

G3. Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 58% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency at 58%.

Targets Supported

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

Resources Available to Support the Goal

- Florida Coach Series: Ladders to Success, Jumpstart, Buckle Down, FCAT Coach, Crosswalk Go Math Curriculum Materials and Intervention component

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 20% of the students SWD subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 53 percentage points to 73%.
- Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 34% (68) of students achieved Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 37%.
- Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 21% (41) of students achieved Level 4-5. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 22%.
- Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 73% of students made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 76%.
- Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 71% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 74%.

Plan to Monitor Progress Toward the Goal

Analyze assessment data

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Mini Assessments, tutorial assessments, Edusoft reports, Projects and reports from Think Central, FCAT Explorer, and Florida Achieves. Summative: 2014 FCAT Mathematics Test 2.0

G4. Our goal for the 2013-2014 school year is that 10% of students will participate in EOC accelerated courses.

Targets Supported

- Math (Middle School Acceleration)

Resources Available to Support the Goal

- Dade Schools Portal
- Dade Schools Portal

Targeted Barriers to Achieving the Goal

- Student data indicates that 0% of students participated in accelerated courses in the 2012-2013 school year. Our goal is for 10% of students to participate in EOC accelerated courses for the 2013-2014 school year.
- Student data indicates that 0% of students achieved proficiency in accelerated courses in the 2012-2013 school year. Our goal is for 10% of students to achieve proficiency in EOC accelerated courses for the 2013-2014 school year.

Plan to Monitor Progress Toward the Goal

Administration will monitor ongoing student progress and analyze assessment data.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

2014 EOC results, Interim Assessments Results; Classroom Assessment results

G5. Our goal for the 2013-2014 school year is that 10% of students who participate in the Algebra EOC will achieve proficiency.

Targets Supported

- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal

- Algebra Curriculum; Dade Schools Portal

Targeted Barriers to Achieving the Goal

- 0% of students participated in the Algebra EOC for the 2012-2013 school year. Our goal for the 2013-2014 school year is that 10% of students who participate in the Algebra EOC will achieve proficiency.

Plan to Monitor Progress Toward the Goal

Administration will monitor ongoing student progress and analyze assessment data.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

2014 Algebra EOC results; Interim Assessments; Classroom Assessments

G6. Student performance data from the 2013 FCAT Science Assessment indicates that 39% of 5th grade students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 45%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Fusion, Gizmos, and Discovery Education

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 FCAT Science Assessment indicates that 24% (8) of 5th grade students achieved Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 28%
- Student performance data from the 2013 FCAT Science Assessment indicates that 15% (5) of 5th grade students achieved Level 4-5. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 17%

Plan to Monitor Progress Toward the Goal

Monitor student progress and effectiveness of the program delivery using data from intervention program and assessments on a monthly basis.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Monthly Assessments through classroom technology programs

G7. Student performance data from the 2013 FCAT Science Assessment indicates that 54% of 8th grade students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 58%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Science Fusion Gizmos Discovery Education

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 FCAT Science Assessment indicates that 18% (4) of 8th grade students achieved Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 21%.
- Student performance data from the 2013 FCAT Science Assessment indicates that 36% (8) of 8th grade students achieved Level 4-5. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 37%.

Plan to Monitor Progress Toward the Goal

Monitor student progress and effectiveness of the program delivery using data from intervention program and assessments on a monthly basis.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Monthly reports from Assessments and technology resources being implemented; 2014 FCAT 2.0 Science Test

G8. Our goal is to increase the number of students in grades 2-5 participating in the Science FAIR to 90% . The purpose is to encourage participation in science, to develop their inquiry and investigation skills, and to enhance children's pride in completing

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Discovery Education

Targeted Barriers to Achieving the Goal

- Students had limited experiences with the STEM program activities in the 2012-2013 school year. Our goal is to increase the number of experiences by 10% in the 2013-2014 school year.

Plan to Monitor Progress Toward the Goal

Administration and the Leadership Team will monitor student progress and the effectiveness of program delivery using data from intervention program and assessments on a bi-weekly basis. Instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: School based assessment and Edusoft reports. School wide science fair projects, GIZMOS, Discovery Education, and Think Central.. Summative: 2013 FCAT Science Test

G9. Utilize Career Technical Student Organization (CTSO), Career Development Events and related curriculum aligned to appropriate CTE program to increase rigor, relevance, and opportunities for STEM activities.

Targets Supported

- CTE

Resources Available to Support the Goal

- Informational technology programs

Targeted Barriers to Achieving the Goal

- Students had limited opportunities to explore careers and industrial trades in the 2012-2013 school year. Our goal is to increase student participation in career related activities by 90%.

Plan to Monitor Progress Toward the Goal

Administration will monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects. Instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Sign-in sheets of meetings, trainings, and lesson plans

G10. Our goal for the 2013-2014 school year is that 10% of middle school students will score proficient on the 2014 Civics EOC Test.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- Dade Schools Portal - Civics Instructional Tools Civics Curriculum

Targeted Barriers to Achieving the Goal

- There were no passing scores on the Civics EOC preliminary test in the 2012-2013 school year. Students are newly exposed to the EOC requirements and are unfamiliar with the content.

Plan to Monitor Progress Toward the Goal

Administration will analyze data and make comparisons to baseline data received at the beginning of the school year.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Increased number of students mastering the classroom assessments and interim assessments

G11. Student data from the 2012-2013 school year indicated that 19% of elementary students were negatively affected in the Early Warning Systems. Our goal for the 2013-2014 school year is to reduce the number of students by 3 percentage points to 16%.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- -School Counselor -MTSS Team -Rtl Team

Targeted Barriers to Achieving the Goal

- During the 2012-2013 school year, 15% (58) of elementary students missed 10% or more of valuable instructional time. Our goal for the 2013-2014 school year is to reduce this percentage by 1 percentage point to 14%.
- During the 2012-2013 school year, 2% (8) of elementary students received two or more behavior referrals. Our goal for the 2013-2014 school year is to reduce this percentage by 1 percentage point to 1%.
- During the 2012-2013 school year, 2% (7) of elementary students received two or more behavior referrals that resulted in suspension. Our goal for the 2013-2014 school year is to reduce this percentage by 1 percentage point to 1%.
- During the 2012-2013 school year, 4% (11) of elementary students were retained. Our goal for the 2013-2014 school year is to reduce this percentage by 1 percentage point to 3%.
- During the 2012-2013 school year, 44% (21) of elementary students were not proficient in Reading by 3rd Grade. Our goal for the 2013-2014 school year is to reduce this percentage by 4 percentage point to 40%.

Plan to Monitor Progress Toward the Goal

Review and evaluate building walk throughs and lesson plans and overall monitoring of tutoring, intervention, and intensive programs as well as assessment data to mark improvement in student academic progress

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Improvement in student academic progress; Increase number of students at Reading proficiency

G12. Student data from the 2012-2013 school year indicated that 7% of middle school students were negatively affected in the Early Warning Systems. Our goal for the 2013-2014 school year is to reduce the number of students by 2 percentage points to 5%.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- -School Counselor -MTSS Team -Rtl Team

Targeted Barriers to Achieving the Goal

- During the 2012-2013 school year, 0% (0) of middle school students failed a math course. Our goal for the 2013-2014 school year is to maintain at 0%
- During the 2012-2013 school year, 4% (3) of middle school students failed an English/Language Arts course. Our goal for the 2013-2014 school year is to reduce that percentage by 1 percentage point to 3%.
- During the 2012-2013 school year, 3% (2) of middle school students failed two or more courses in any subject. Our goal for the 2013-2014 school year is to reduce that percentage by 1 percentage point to 2%.

Plan to Monitor Progress Toward the Goal

Review and evaluate building walk throughs and lesson plans and overall monitoring of tutoring, intervention, and intensive programs as well as assessment data to mark improvement in student academic progress.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Improved student academic progress; increased number of students with academic proficiency.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 57% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency at 57%.

G1.B1 Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 30% of the students in the SWD subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 29 percentage points to 59%.

G1.B1.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category 2: Reading Application. These strategies will include a focus on author's purpose, main idea, cause and effect and text structure.

Action Step 1

Provide professional development opportunities for teachers to effectively implement strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Professional Development - September

Evidence of Completion

Walk-throughs and student work

Facilitator:

Administration/Reading Coach

Participants:

Teachers

Action Step 2

Review and evaluate lesson plans to ensure that teachers are including reading strategies related to Reading Application.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans; classroom instruction

Action Step 3

Evaluation through classroom walk-throughs and observations will ensure that students are using grade level appropriate text that include a focus in author's purpose, main idea, and text structure.

Person or Persons Responsible

Reading Coach and Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-through and observation documentation

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

Walk-through observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-through observation documentation

Plan to Monitor Effectiveness of G1.B1.S1

Monitor student progress through data analysis and biweekly reports from researched based programs on a monthly basis. Instruction will be modified as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Mini Assessments, tutorial assessments, EduSoft Reports, Projects and reports from Reading Plus and FCAT Explorer. Summative: 2014 FCAT Reading Test 2.0

G1.B2 Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 32% (62) of students achieved level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 35%.

G1.B2.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category 1: Vocabulary. These strategies will focus on base words, prefixes and suffixes, multiple meanings in context, and antonyms and synonyms.

Action Step 1

Perform weekly walk-throughs to ensure that each classroom is implementing interactive word walls and vocabulary word maps

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-through and observation documentation

Action Step 2

Review and evaluate lesson plans to ensure that teachers are implementing reading strategies that help students build their general knowledge of words and word relationships, using context clues and identifying the multiple meanings of words as well as word parts.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, classroom instruction

Facilitator:

Administration/Reading

Participants:

Teachers

Action Step 3

Provide professional development opportunities for teachers to effectively implement contextual analysis activities that aim to build word knowledge and contextual analysis skills.

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Exit tickets and implementation of strategies

Facilitator:

Reading Coach/Administration

Participants:

Teachers

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

Walk-through observations

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, student work, walk-through and observation documentation

Plan to Monitor Effectiveness of G1.B2.S1

Monitor student progress through data analysis and biweekly reports from research based programs on a bi-monthly basis. instruction will be modified as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: mini assessments, tutorial assessments, Edusoft reports, projects and reports from Reading plus and FCAT Explorer. Summative: 2014 FCAT Reading Test 2.0.

G1.B3 Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 71% of students made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 74%.

G1.B3.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category 1: Vocabulary. These strategies include a focus on base words and affixes, prefixes and suffixes, multiple meanings in context, antonyms and synonyms, and context clues.

Action Step 1

Provide professional development opportunities for teachers to effectively implement contextual analysis activities that aim to build word knowledge and contextual analysis skills.

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Exit tickets and implementation of strategies

Facilitator:

Reading Coach and Administration

Participants:

Teachers

Action Step 2

Sixty minute extended day time will be added to all student schedules to implement FCAT Reading Coach Series with a focus in Vocabulary Development.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily Implementation/Monthly training

Evidence of Completion

Assessments; attendance sheets

Facilitator:

Administration/Reading Coach

Participants:

Teachers

Action Step 3

Review and evaluate lesson plans to ensure that teachers are implementing reading strategies that help students build general knowledge of words and word relationships, using context clues and identifying the multiple meanings of words as well as word parts.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, classroom instruction

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

Walk-through and classroom observations

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, walk-through and observation documentation

Plan to Monitor Effectiveness of G1.B3.S1

Monitor student progress through data analysis and biweekly reports from research based programs on a monthly basis. Instruction will be modified as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative: 2014 FCAT Reading Assessment

G1.B4 Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 68% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 71%.

G1.B4.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category 1: Vocabulary. These strategies will focus on base words and affixes, prefixes and suffixes, multiple meanings in context, antonyms and synonyms, and context clues.

Action Step 1

Thirty minute intervention time will be added to all lowest 25% students' schedules.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Voyager passport assessments and EasyCBM reports.

Action Step 2

Review and evaluate lesson plans to ensure that teachers are implementing reading strategies that help students build their general knowledge of words and word relationships, using context clues and identifying the multiple meanings of words as well as word parts.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, classroom instruction

Action Step 3

Provide professional development opportunities in the effective implementation of centers, differentiated instruction and interventions.

Person or Persons Responsible

Reading and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Exit tickets and implementation of strategies

Facilitator:

Administration/Reading Coach

Participants:

Teachers

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

Walk-through and classroom observations

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-through and observation documentation

Plan to Monitor Effectiveness of G1.B4.S1

Monitor student progress through data analysis and bi-weekly reports from research based programs on a monthly basis. Instruction will be modified as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative: 2014 FCAT Reading Assessment

G1.B5 Student performance data from the 2013 CELLA Assessment indicates that 45% (58) of ELL students achieved proficiency in Listening/Speaking English. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 51%.

G1.B5.S1 Teachers will provide students with strategies to meet necessary standards correlated to listening comprehension as well as oral response. Students will be given a wealth of opportunities to listen and speak academic English while in the classroom through classroom participation and peer interaction.

Action Step 1

Provide opportunities for students to work in cooperative groups to reinforce and enrich listening and speaking skills.

Person or Persons Responsible

Teachers and ESOL Coordinator

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom instruction

Action Step 2

Implement daily use of researched based technology resources which provide read alouds and opportunities for students to orally participate.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom instruction

Action Step 3

Monitor effective use of ESOL strategies such as brainstorming, cooperative learning and modeling in the classroom

Person or Persons Responsible

Administration, ESOL Coordinator, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly walk-through and observation data

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

Classroom walk-throughs and observations

Person or Persons Responsible

Administration, ESOL Coordinator, and Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom instruction, lesson plans, and observation documentation

Plan to Monitor Effectiveness of G1.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B6 Student performance data from the 2013 CELLA Assessment indicates that 34% (42) of ELL students achieved proficiency in Reading English. Our goal for the 2013-2014 school year is to increase student proficiency by 7 percentage points to 41%.

G1.B6.S1 Teacher will provide students with strategies to meet necessary standards in the area of vocabulary and comprehension. Students will be given a wealth of opportunities to experiences real world problem solving and prior knowledge recall skills. Strategies provided will include a focus on base words, prefixes and suffixes, multiple meanings in context, and antonyms and synonyms.

Action Step 1

Monitor effective use of ESOL strategies such as brainstorming, cooperative learning and modeling in the classroom

Person or Persons Responsible

Administration, Reading Coach, ESOL Coordinator

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and classroom instruction; Weekly walk-through and observation data

Action Step 2

Implement daily use of researched based technology resources which provide opportunities for students to read and answer questions related to what is read as well as provide feedback on success.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom instruction; Weekly reports from research based technology programs

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

Walk-through observations; Administrators, ESOL Coordinator, and Reading Coach will meet on a monthly basis to monitor the effective use of ESOL strategies such as differentiated instruction, cooperative learning and Reciprocal Teaching.

Person or Persons Responsible

Administration, Reading Coach, ESOL Coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and classroom instruction; Weekly walk-through and observation data

Plan to Monitor Effectiveness of G1.B6.S1

Administrators, ESOL Coordinator, and Reading Coach will meet on a monthly basis to monitor the effective use of ESOL strategies such as differentiated instruction, cooperative learning and Reciprocal Teaching. Administrators, ESOL Coordinator, and Reading Coach will use data collected from Edusoft Reports, mini assessments, and tutorial assessments to monitor students' progress. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Mini Assessments, tutorial assessments, Edusoft reports, FAIR Assessment, Projects and reports from FCAT Explorer and Reading Plus. Summative: 2014 CELLA Reports and 2014 FCAT Reading Test 2.0

G1.B7 Student performance data from the 2013 CELLA Assessment indicates that 29% (27) of ELL students achieved proficiency in Writing English. Our goal for the 2013-2014 school year is to increase student proficiency by 7 percentage points to 36%.

G1.B7.S1 Teacher will provide students with strategies to meet necessary standards in the area of writing in English. Students will be given a wealth of opportunities to write in the English language using strategies focused on spelling, grammar, punctuation, sentence structure and vocabulary development. Teachers will model for students the proper development of the 5 paragraph essay to include topic sentence and beginning paragraph, expansion on details presented, and the closing paragraph.

Action Step 1

Monitor effective use of ESOL strategies such as brainstorming, cooperative learning and modeling in the classroom

Person or Persons Responsible

ESOL Coordinator, Reading Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Classroom Walk-throughs and observations

Action Step 2

Allow opportunities for writing practice across the curriculum including daily writing journals, use of graphic organizers on various topics, vocabulary journals and exit tickets.

Person or Persons Responsible

Teachers and ESOL Coordinator

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans; student work

Action Step 3

Provide opportunities to experience all steps in the writing process: planning, drafting, revising, editing, and publishing.

Person or Persons Responsible

Teachers and ESOL Coordinator

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans; student work

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

Classroom walk throughs; review of lesson plans and student work

Person or Persons Responsible

Administration, Reading Coach and ESOL Coordinator

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, student work, and classroom walk through and observation documentation

Plan to Monitor Effectiveness of G1.B7.S1

Administrators, ESOL Coordinator, and Reading Coach will meet on a monthly basis to monitor the effective use of ESOL strategies such as differentiated instruction, cooperative learning and Reciprocal Teaching. Administrators, ESOL Coordinator, and Reading Coach will use data collected from Edusoft Reports, mini assessments, and tutorial assessments to monitor students' progress. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administration, Reading Coach, and ESOL Coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Mini Assessments, tutorial assessments, Edusoft reports, Summative: 2014 CELLA Reports and 2014 FCAT Writing Test

G1.B8 Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 22% (42) of students achieved Level 4-5. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 23%.

G1.B8.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category 3: Literary Analysis – Fiction and Non-fiction. Strategies will focus on character development, setting, and plot, and identifying the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects.

Action Step 1

Evaluation through classroom walk throughs and observations will ensure that students are using grade level appropriate text which includes a focus in character development, setting and plot, and identifying the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects.

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through and observation documentation

Action Step 2

Review and evaluate lesson plans to ensure that teachers are including reading strategies related to literary analysis.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans; classroom instruction

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

Walk throughs and observations

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Walk through and observation documentation

Plan to Monitor Effectiveness of G1.B8.S1

Administrators, ESOL Coordinator, and Reading Coach will meet on a monthly basis to monitor the effective use of ESOL strategies such as differentiated instruction, cooperative learning and Reciprocal Teaching. Administrators, ESOL Coordinator, and Reading Coach will use data collected from Edusoft Reports, mini assessments, and tutorial assessments to monitor students' progress. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Mini Assessments, tutorial assessments, Edusoft reports, FAIR Assessment, Projects and reports from Voyager Passport and Reading Plus. Summative: 2014 FCAT Reading Test 2.0

G2. Student performance data from the 2013 FCAT Writing Assessment indicates that 42% (25) of students achieved Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 48%.

G2.B1 Student performance data from the FCAT Writing Assessment indicates that 29% of students in 4th Grade were proficient in Writing at a 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students proficient in Writing by 20 percentage points to 49%.

G2.B1.S1 Teachers will provide students with strategies to meet the standards required for Writing Standards. These strategies will include a focus in telling or sharing personal stories or memories out loud, graphic organizers, timelines or storyboards, KWL charts or logs, and answering essential questions.

Action Step 1

Teachers will receive professional development in the area of Writing and implementing writing strategies as well as the Four Square Writing Program.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in Sheets; Professional Development agenda

Facilitator:

Administration; Reading Coach

Participants:

Teachers

Action Step 2

Provide students with opportunities to write across the curriculum in all subject areas routinely and over extended time frames for different purposes and audiences

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work; Walk-through observations

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

Reading Coach and Administration will monitor data from district writing assessment, mid-year writing assessment and ongoing classroom writing assessments on a bi-weekly basis. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: In house bi-weekly prompts and Edusoft reports. Summative: 2014 FCAT Writing test

Plan to Monitor Effectiveness of G2.B1.S1

Reading Coach and Administration will monitor data from district writing assessment, mid-year writing assessment and ongoing classroom writing assessments on a bi-weekly basis. Instruction will be adjusted as necessary.

Person or Persons Responsible

Adminstration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: In house bi-weekly prompts and Edusoft reports. Summative: 2014 FCAT Writing test

G2.B2 Student performance data from the FCAT Writing Assessment indicates that 70% of students in 8th Grade were proficient in Writing at a 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students proficient in Writing by 5 percentage points to 75%.

G2.B2.S1 Teachers will provide students with strategies to meet the standards required for Writing Standards. These strategies will include a focus on revising/editing to emphasize capitalization, punctuation, and subject/verb and pronoun agreement in simple and compound sentences.

Action Step 1

Provide students with opportunities to write across the curriculum in all subject areas routinely and over extended time frames for different purposes and audiences

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work; portfolios; Walk-through observation documentation

Action Step 2

Teachers will receive professional development in the area of Writing and implementing writing strategies as well as the Four Square Writing Program.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-In Sheets; Professional Development Agenda

Facilitator:

Administration; Reading Coach

Participants:

Teachers

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

Reading Coach and Administration will monitor data from district writing assessment, mid-year writing assessment and ongoing classroom writing assessments on a bi-weekly basis. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: In house bi-weekly prompts and Edusoft reports. Summative: 2014 FCAT Writing test

Plan to Monitor Effectiveness of G2.B2.S1

Reading Coach and Administration will monitor data from district writing assessment, mid-year writing assessment and ongoing classroom writing assessments on a bi-weekly basis. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: In house bi-weekly prompts and Edusoft reports. Summative: 2014 FCAT Writing test

G3. Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 58% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency at 58%.

G3.B1 Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 20% of the students SWD subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 53 percentage points to 73%.

G3.B1.S1 The teachers will provide students with strategies to meet necessary standards for Reporting Category 1: Number Operations, Problems and Statistics. Strategies will include a focus on identifying, analyzing and finding the solution to real world problems involving multiplication, division or graphic representations to an expression or equation.

Action Step 1

Provide students with grade-level appropriate opportunities to construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data and use them to solve problems

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Work; portfolios; Walk-through observation documentation

Action Step 2

Provide professional development on full implementation of Common Core and teaching strategies that provide students opportunities for growth in the area of mathematical operations and problem solving.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas and Sign in Sheets

Facilitator:

Administration

Participants:

Classroom Teachers

Action Step 3

Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Work; portfolios; Walk-through observation documentation

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

Conduct walk-throughs; view student work and portfolios

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work; portfolios; walk-through observation documentation

Plan to Monitor Effectiveness of G3.B1.S1

Administration and the Leadership team will review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. Administrations will conduct monthly grade-level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Mini Assessments, tutorial assessments, Edusoft reports, Projects and reports from Think Central, FCAT Explorer, and Florida Achieves. Summative: 2014 FCAT Math Test 2.0

G3.B2 Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 34% (68) of students achieved Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 37%.

G3.B2.S1 Teachers will provide students with strategies to meet necessary standards in 3rd and 4th Grade for Reporting Category: Fractions. These strategies will include a focus in Teachers will provide students with strategies to meet necessary standards in 5th, 6th, 7th, and 8th Grades for Reporting Category: Geometry and Measurement. These strategies will include a focus in multi-step real world applications

Action Step 1

Provide lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and student work

Action Step 2

Develop departmental grade level and/or course alike learning teams to facilitate the implementation of the listed best practice instructional strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Learning team minutes and implementation of strategies

Facilitator:

Administration

Participants:

Classroom Teachers

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

Walk throughs and Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through and observation documentation

Plan to Monitor Effectiveness of G3.B2.S1

Administration and the Leadership Team will review formative biweekly assessment reports to ensure progress is being made and adjust instruction as needed. Manipulative and hands-on activities appear in lesson plans on a weekly basis. Administration will conduct monthly grade level meetings to obtain feedback from teachers on effectiveness of strategies.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Mini Assessments, tutorial assessments, Edusoft reports, Projects and reports from Think Central, FCAT Explorer, and Florida Achieves. Summative: 2014 FCAT Math Test 2.0

G3.B3 Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 21% (41) of students achieved Level 4-5. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 22%.

G3.B3.S1 Teachers will provide students with strategies to meet necessary standards in 3rd and 4th Grade for Reporting Category: Fractions. These strategies will include a focus in Teachers will provide students with strategies to meet necessary standards in 5th, 6th, 7th, and 8th Grades for Reporting Category: Geometry and Measurement. These strategies will include a focus in multi-step real world applications

Action Step 1

Develop departmental grade level and/or course similar learning teams to facilitate the implementation of the listed best practice instructional strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Learning team minutes and implementation of strategies

Action Step 2

Provide lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and student work

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

Walk throughs and Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through and observation documentation

Plan to Monitor Effectiveness of G3.B3.S1

Administration and the Leadership Team will review formative biweekly assessment reports to ensure progress is being made and adjust instruction as needed. Manipulative and hands-on activities appear in lesson plans on a weekly basis. Administration will conduct monthly grade level meetings to obtain feedback from teachers on effectiveness of strategies.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Mini Assessments, tutorial assessments, Edusoft reports, Projects and reports from Think Central, FCAT Explorer, and Florida Achieves. Summative: 2014 FCAT Math Test 2.0

G3.B4 Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 73% of students made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 76%.

G3.B4.S1 The teachers will provide students with strategies to meet necessary standards for Reporting Category 1: Number Operations, Problems and Statistics. Strategies will include a focus on identifying, analyzing and finding the solution to real world problems involving multiplication, division or graphic representations to an expression or equation.

Action Step 1

Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Work; portfolios; Walk-through observation documentation

Action Step 2

Provide professional development on full implementation of Common Core and teaching strategies that provide students opportunities for growth in the area of mathematical operations and problem solving.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas and Sign in Sheets

Action Step 3

Provide students with grade-level appropriate opportunities to construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data and use them to solve problems

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Work; portfolios; Walk-through observation documentation

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

Conduct walk-throughs; view student work and portfolios

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student work; portfolios; walk-through observation documentation

Plan to Monitor Effectiveness of G3.B4.S1

Administration and the Leadership team will review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. Administrations will conduct monthly grade-level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Mini Assessments, tutorial assessments, Edusoft reports, Projects and reports from Think Central, FCAT Explorer, and Florida Achieves. Summative: 2014 FCAT Math Test 2.0

G3.B5 Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 71% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 74%.

G3.B5.S1 The teachers will provide students with strategies to meet necessary standards for Reporting Category 1: Number Operations, Problems and Statistics. Strategies will include a focus on identifying, analyzing and finding the solution to real world problems involving multiplication, division or graphic representations to an expression or equation.

Action Step 1

Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Work; portfolios; Walk-through observation documentation

Action Step 2

Provide professional development on full implementation of Common Core and teaching strategies that provide students opportunities for growth in the area of mathematical operations and problem solving.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas and Sign in Sheets

Action Step 3

Provide students with grade-level appropriate opportunities to construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data and use them to solve problems

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Work; portfolios; Walk-through observation documentation

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

Conduct walk-throughs; view student work and portfolios

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student work; portfolios; walk-through observation documentation

Plan to Monitor Effectiveness of G3.B5.S1

Administration and the Leadership team will review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. Administrations will conduct monthly grade-level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Mini Assessments, tutorial assessments, Edusoft reports, Projects and reports from Think Central, FCAT Explorer, and Florida Achieves. Summative: 2014 FCAT Math Test 2.0

G4. Our goal for the 2013-2014 school year is that 10% of students will participate in EOC accelerated courses.

G4.B1 Student data indicates that 0% of students participated in accelerated courses in the 2012-2013 school year. Our goal is for 10% of students to participate in EOC accelerated courses for the 2013-2014 school year.

G4.B1.S1 Administration will provide students with opportunities to participate in an accelerated course if qualified through academic performance.

Action Step 1

Provide students with opportunities to participate in accelerated Algebra course.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Course attendance and completion

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

Monitor ongoing progress in the accelerated Algebra course.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

2014 Algebra EOC results

Plan to Monitor Effectiveness of G4.B1.S1

Administration will monitor ongoing student progress and analyze assessment data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

2014 Algebra EOC results

G4.B2 Student data indicates that 0% of students achieved proficiency in accelerated courses in the 2012-2013 school year. Our goal is for 10% of students to achieve proficiency in EOC accelerated courses for the 2013-2014 school year.

G4.B2.S1 Teachers will provide students with strategies to meet the necessary standards for mastery of the EOC accelerated course standards.

Action Step 1

Provide students with a rigorous curriculum and researched based strategies that assist them in mastery of required standards.

Person or Persons Responsible

Administration/Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Curriculum Implementation and Observation documentation

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

Administration will monitor effective implementation of EOC course curriculum through walk throughs and observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through and observation documentation

Plan to Monitor Effectiveness of G4.B2.S1

Administration will monitor ongoing progress of the students participating in EOC courses through classroom performance and assessment data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom assessments; Interim assessments; 2014 EOC Exams

G5. Our goal for the 2013-2014 school year is that 10% of students who participate in the Algebra EOC will achieve proficiency.

G5.B1 0% of students participated in the Algebra EOC for the 2012-2013 school year. Our goal for the 2013-2014 school year is that 10% of students who participate in the Algebra EOC will achieve proficiency.

G5.B1.S1 Teachers will provide students with strategies to meet necessary standards for Algebra standards mastery.

Action Step 1

Provide teachers opportunities through professional development to increase knowledge of teaching strategies related to higher level Mathematics.

Person or Persons Responsible

Middle School Math Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Professional development agenda; sign in sheet

Action Step 2

Provide students with numerous experiences for problem solving and high order thinking related to Algebra curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work; lesson plans

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

Monitor implementation of the Algebra program through walk throughs and observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through and observation documentation

Plan to Monitor Effectiveness of G5.B1.S1

Administration will monitor ongoing student progress through data chats and classroom assessment documentation

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

2014 Algebra EOC; classroom assessments; Interim Assessments

G6. Student performance data from the 2013 FCAT Science Assessment indicates that 39% of 5th grade students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 45%.

G6.B1 Student performance data from the 2013 FCAT Science Assessment indicates that 24% (8) of 5th grade students achieved Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 28%

G6.B1.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category: Physical Science. These strategies will focus on identifying basic forms of energy, familiar forces, and distinguish relationships among mass, force and motion.

Action Step 1

Implement a routine of inquiry-based, hands-on activities relevant to the objectives of the topic.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Completed student work, lesson plans, observation and walk through documentation

Facilitator:

Administration

Participants:

Science Teachers

Action Step 2

Incorporate instructional technology resources into the classroom such as Gizmos, FCAT Explorer, Discovery Education.

Person or Persons Responsible

Administration/Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Walk throughs and observations, student reports from technology resources

Action Step 3

Provide teachers with professional development in creating and implementing hands-on Science labs and integrating the use of Science technology.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets; professional development agenda

Facilitator:

Administration

Participants:

Science Teachers

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

Walk throughs and Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-through and observation documentation

Plan to Monitor Effectiveness of G6.B1.S1

Monitor student progress through data analysis and bi-weekly reports from researched based technology programs implemented on a monthly basis. Instruction will be modified as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT 2.0 Science Test results will be used to determine effectiveness of this strategy.

G6.B2 Student performance data from the 2013 FCAT Science Assessment indicates that 15% (5) of 5th grade students achieved Level 4-5. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 17%

G6.B2.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category: Physical Science. These strategies will focus on identifying basic forms of energy, familiar forces, and distinguish relationships among mass, force and motion.

Action Step 1

Provide teachers with professional development in creating and implementing hands-on Science labs and integrating the use of Science technology.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets; professional development agenda

Action Step 2

Implement a routine of inquiry-based, hands-on activities relevant to the objectives of the topic.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Completed student work, lesson plans, observation and walk through

Action Step 3

Incorporate instructional technology resources into the classroom such as Gizmos, FCAT Explorer, Discovery Education.

Person or Persons Responsible

Daily

Target Dates or Schedule

Administration/Teacher

Evidence of Completion

Lesson Plans, Walk throughs and observations, student reports from technology resources

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

Walk throughs and observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through and observation documentation

Plan to Monitor Effectiveness of G6.B2.S1

Monitor student progress through data analysis and bi-weekly reports from researched based technology programs implemented on a monthly basis. Instruction will be modified as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT 2.0 Science Test results will be used to determine effectiveness of this strategy.

G7. Student performance data from the 2013 FCAT Science Assessment indicates that 54% of 8th grade students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 58%.

G7.B1 Student performance data from the 2013 FCAT Science Assessment indicates that 18% (4) of 8th grade students achieved Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 21%.

G7.B1.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category: Physical Science. These strategies will focus on identifying basic forms of energy, familiar forces, and distinguish relationships among mass, force and motion.

Action Step 1

Incorporate instructional technology resources into the classroom such as Gizmos, FCAT Explorer, Discovery Education.

Person or Persons Responsible

Administration/ Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Walk throughs and observations, student reports from technology resources

Action Step 2

Provide teachers with professional development in creating and implementing hands-on Science labs and integrating the use of Science technology.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets; professional development agenda

Action Step 3

Implement a routine of inquiry-based, hands-on activities relevant to the objectives of the topic.

Person or Persons Responsible

Administration/Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Completed student work, lesson plans, observation and walk through

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

Walk throughs and observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through and observation documentation

Plan to Monitor Effectiveness of G7.B1.S1

Monitor student progress through data analysis and bi-weekly reports from researched based technology programs implemented on a monthly basis. instruction will be modified as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT 2.0 Science Test results will be used to determine effectiveness of this strategy.

G7.B2 Student performance data from the 2013 FCAT Science Assessment indicates that 36% (8) of 8th grade students achieved Level 4-5. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 37%.

G7.B2.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category: Physical Science. These strategies will focus on identifying basic forms of energy, familiar forces, and distinguish relationships among mass, force and motion.

Action Step 1

Provide teachers with professional development in creating and implementing hands-on Science labs and integrating the use of Science technology.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets; professional development agenda

Action Step 2

Incorporate instructional technology resources into the classroom such as Gizmos, FCAT Explorer, Discovery Education.

Person or Persons Responsible

Administraton/ Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Walk throughs and observations, student reports from technology resources

Action Step 3

Implement a routine of inquiry-based, hands-on activities relevant to the objectives of the topic.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Completed student work, lesson plans, observation and walk through

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

Walk throughs and observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through and observation documentation

Plan to Monitor Effectiveness of G7.B2.S1

Monitor student progress through data analysis and bi-weekly reports from researched based technology programs implemented on a monthly basis. instruction will be modified as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT 2.0 Science Test results will be used to determine effectiveness of this strategy.

G8. Our goal is to increase the number of students in grades 2-5 participating in the Science FAIR to 90% . The purpose is to encourage participation in science, to develop their inquiry and investigation skills, and to enhance children's pride in completing

G8.B1 Students had limited experiences with the STEM program activities in the 2012-2013 school year. Our goal is to increase the number of experiences by 10% in the 2013-2014 school year.

G8.B1.S1 Teachers will provide students with strategies to meet standards in the STEM curriculum. These strategies will include a focus in hands-on science and engineering projects, inquiry based learning methods and instructional technology.

Action Step 1

Provide opportunities for students to experience instructional technology such as Gizmos, Thinking central, Discovery ED.

Person or Persons Responsible

Administration/Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan; Implementation of Technology programs

Action Step 2

Provide challenging activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth and Space Science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: School based assessment and Edusoft reports. School wide science fair projects, GIZMOS, Discovery Education, and Think Central.. Summative: 2013 FCAT Science Test

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

Administration and the Leadership Team will monitor student progress and the effectiveness of program delivery using data from intervention program and assessments on a bi-weekly basis. Instruction will be adjusted as needed.

Person or Persons Responsible

Adminstration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: School based assessment and Edusoft reports. School wide science fair projects, GIZMOS, Discovery Education, and Think Central.. Summative: 2013 FCAT Science Test

Plan to Monitor Effectiveness of G8.B1.S1

Administration and the Leadership Team will monitor student progress and the effectiveness of program delivery using data from intervention program and assessments on a bi-weekly basis. Instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: School based assessment and Edusoft reports. School wide science fair projects, GIZMOS, Discovery Education, and Think Central.. Summative: 2013 FCAT Science Test

G9. Utilize Career Technical Student Organization (CTSO), Career Development Events and related curriculum aligned to appropriate CTE program to increase rigor, relevance, and opportunities for STEM activities.

G9.B1 Students had limited opportunities to explore careers and industrial trades in the 2012-2013 school year. Our goal is to increase student participation in career related activities by 90%.

G9.B1.S1 Teachers will provide students with strategies related to career choice and industrial trades to include a focus in project based instructional strategies, real world learning experiences, hands on activities and instructional technology strategies.

Action Step 1

Provide opportunities for students to apply literacy skills, STEM principles, as well as leadership skills solving real-world problems during CTSO Career Development and Technical Skills events.

Person or Persons Responsible

Administration/Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans; events logs

Action Step 2

Develop career development events lesson plans using Project Based Learning instructional elements.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Administration will monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects. Instruction will be adjusted as needed.

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

Administration will monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects. Instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets of meetings, trainings, and lesson plans

Plan to Monitor Effectiveness of G9.B1.S1

Administration will monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects. Instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets of meetings, trainings, and lesson plans

G10. Our goal for the 2013-2014 school year is that 10% of middle school students will score proficient on the 2014 Civics EOC Test.

G10.B1 There were no passing scores on the Civics EOC preliminary test in the 2012-2013 school year. Students are newly exposed to the EOC requirements and are unfamiliar with the content.

G10.B1.S1 Teachers will provide students with strategies necessary to meet Civics standards mastery.

Action Step 1

Provide teacher with appropriate Civics curriculum and technology resources to assist in preparing students for the requirements of Civics standards mastery.

Person or Persons Responsible

Administration

Target Dates or Schedule

August

Evidence of Completion

Curriculum Components and technology resources available

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

Monitor the implementation of Civics curriculum and the preparation for students to master course objectives and standards.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans; Classroom assessments; observation documentation

Plan to Monitor Effectiveness of G10.B1.S1

Administration will review assessment data and analyze the effectiveness of strategies being taught. Modifications will be made if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment data

G11. Student data from the 2012-2013 school year indicated that 19% of elementary students were negatively affected in the Early Warning Systems. Our goal for the 2013-2014 school year is to reduce the number of students by 3 percentage points to 16%.

G11.B1 During the 2012-2013 school year, 15% (58) of elementary students missed 10% or more of valuable instructional time. Our goal for the 2013-2014 school year is to reduce this percentage by 1 percentage point 14%.

G11.B1.S1 Administration will provide students with incentives and rewards recognizing excellent attendance to encourage students to come to school everyday. These incentives and rewards will be explained to parents at the beginning of the year and correlated to the impact excellent attendance has on student achievement academically.

Action Step 1

Monthly classroom celebration for students with excellent attendance

Person or Persons Responsible

Administration/Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student awards and recognition lists

Action Step 2

Teach and emulate healthy choices and prevention strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

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

Administration will monitor school's environment and ascertain that health education and health prevention strategies are being implemented throughout the school year. Adjustments will be made as necessary.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Building walk-through documentation and lesson plans

Plan to Monitor Effectiveness of G11.B1.S1

Administration will monitor school's environment and ascertain that health education and health prevention strategies are being implemented throughout the school year. Adjustments will be made as necessary.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Building walk through documentation

G11.B2 During the 2012-2013 school year, 2% (8) of elementary students received two or more behavior referrals. Our goal for the 2013-2014 school year is to reduce this percentage by 1 percentage point to 1%.

G11.B2.S1 Students will be taught problem solving strategies to handle peer conflict.

Action Step 1

Provide monthly a character education and peer conflict resolution program to students.

Person or Persons Responsible

Counselor/Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans from Counselor/ Program schedule

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

Review and observe counselor's classroom schedule

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Administrative logs

Plan to Monitor Effectiveness of G11.B2.S1

Observe counselor's character development and peer conflict sessions

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Observations of student implementation of learned strategies; reduced number of referrals

G11.B3 During the 2012-2013 school year, 2% (7) of elementary students received two or more behavior referrals that resulted in suspension. Our goal for the 2013-2014 school year is to reduce this percentage by 1 percentage point to 1%.

G11.B3.S1 Students will be taught problem solving strategies to handle peer conflict.

Action Step 1

Implement behavior plan with steps in consequences and rewards system

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Documentation on detention system and rewards program

Action Step 2

Provide monthly a character education and peer conflict resolution program to students.

Person or Persons Responsible

Counselor/Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans from Counselor/ Program schedule

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

Review and observe counselor's classroom schedule

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Administrative Logs

Plan to Monitor Effectiveness of G11.B3.S1

Observe counselor's character development and peer conflict sessions

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Observations of student implementation of learned strategies; reduced number of suspensions

G11.B4 During the 2012-2013 school year, 4% (11) of elementary students were retained. Our goal for the 2013-2014 school year is to reduce this percentage by 1 percentage point to 3%.

G11.B4.S1 Students will be monitored monthly on progress academically and proper intervention strategies will be implemented to reduce number of students retained.

Action Step 1

Ensure all students in danger of failure have been referred to MTSS team.

Person or Persons Responsible

Administration; Reading Coach, ESOL Coordinator; ESE Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Student referrals to MTSS

Action Step 2

Ensure all students on Rtl are attending regular tutoring, intervention and/or intensive group sessions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance logs

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

Administration will monitor the tutoring, intervention and intensive programs to ensure the correct, full implementation of the program.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Observation documentation, attendance logs

Plan to Monitor Effectiveness of G11.B4.S1

Administration will monitor the tutoring, intervention and intensive programs to ensure correct, full implementation of the program

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Administrative walk throughs and observations; attendance logs

G11.B5 During the 2012-2013 school year, 44% (21) of elementary students were not proficient in Reading by 3rd Grade. Our goal for the 2013-2014 school year is to reduce this percentage by 4 percentage point to 40%.

G11.B5.S1 All Kindergarten through 3rd grade students will be monitored monthly on progress academically and proper intervention strategies will be implemented to reduce number of students not proficient in Reading by 3rd Grade.

Action Step 1

Ensure all student struggling academically are referred to MTSS Team

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

MTSS Student Referrals

Action Step 2

Ensure all struggling students have been evaluated for Rtl need and are receiving tutoring, intervention, and/or intensive programs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance logs; MTSS referrals; Rtl interventions list

Plan to Monitor Fidelity of Implementation of G11.B5.S1

Administration will monitor overall student progress in Kindergarten through 3rd Grade to ensure that students identified through FAIR and classroom assessment data are receiving interventions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance logs for intervention groups

Plan to Monitor Effectiveness of G11.B5.S1

Administration will monitor overall student progress in Kindergarten through 3rd Grade to ensure that students identified through FAIR and classroom assessment data are receiving interventions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increase student achievement on FAIR and classrooms assessments; Decrease in number of students not proficient by 3rd Grade

G12. Student data from the 2012-2013 school year indicated that 7% of middle school students were negatively affected in the Early Warning Systems. Our goal for the 2013-2014 school year is to reduce the number of students by 2 percentage points to 5%.

G12.B1 During the 2012-2013 school year, 0% (0) of middle school students failed a math course. Our goal for the 2013-2014 school year is to maintain at 0%

G12.B1.S1 Students will be monitored monthly on progress academically and proper intervention strategies will be implemented to reduce number of failing students

Action Step 1

Ensure all students making insufficient progress in a math course are receiving math tutoring and intervention strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance logs from tutoring and intervention groups

Action Step 2

Ensure all students in danger of failure have been referred to MTSS Team.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

MTSS Referrals; Student progress reports and report cards

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

Administration will monitor the tutoring, intervention and intensive programs to ensure the attendance of all students in danger of failure in a Mathematics class.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance logs

Plan to Monitor Effectiveness of G12.B1.S1

Administration will monitor the tutoring, intervention, and intensive programs to ensure correct, full implementation of the program and analyze all data monthly

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance logs, Data from Interims and weekly classroom assessments

G12.B2 During the 2012-2013 school year, 4% (3) of middle school students failed an English/Language Arts course. Our goal for the 2013-2014 school year is to reduce that percentage by 1 percentage point to 3%.

G12.B2.S1 Students will be monitored monthly on progress academically and proper intervention strategies will be implemented to reduce number of students failing an English./Language Arts course

Action Step 1

Ensure all students in danger of failing an English/Language Arts course are receiving tutoring, interventions and/or intensive programs in that subject areas and have been referred to MTSS Team.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

MTSS Referrals; attendance logs; Assessment data

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

Administration will monitor Report Cards and Progress Reports as well as attendance logs for all tutoring, intervention, and intensive programs to ensure all students in danger of failing an English/ Language Arts course are identified and receiving interventions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance logs; assessment data

Plan to Monitor Effectiveness of G12.B2.S1

Administration will monitor Report Cards and Progress Reports as well as attendance logs for all tutoring, intervention, and intensive programs to ensure all students in danger of failing an English/ Language Arts course are identified and receiving interventions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Logs;Assessment data

G12.B3 During the 2012-2013 school year, 3% (2) of middle school students failed two or more courses in any subject. Our goal for the 2013-2014 school year is to reduce that percentage by 1 percentage point to 2%.

G12.B3.S1 Students will be monitored monthly on progress academically and proper intervention strategies will be implemented to reduce number of students failing a course.

Action Step 1

Ensure all students on Rtl are attending regular tutoring, intervention, and/or intensive group sessions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance logs

Action Step 2

Ensure all students in danger of failing two or more courses have been referred to the MTSS Team.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student referrals to MTSS

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

Administration will monitoring the tutoring, intervention, and intensive programs to ensure the correct, full implementation of the program

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Observation documentation; attendance logs

Plan to Monitor Effectiveness of G12.B3.S1

Administration will monitor the tutoring, intervention, and intensive program to ensure correct, full implementation of the program

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment data, attendance logs; observation documentation

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, and Saturday Academy). 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. 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 Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, and Spanish, 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 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 I, Part D

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

Title II

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

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

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-8)
- parent outreach activities (K-8) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-8)
- reading and supplementary instructional materials(K-8)

- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-8, RFP Process)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B – NA

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 Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

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.

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 Lunch Program

Other

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings.

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. Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 57% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency at 57%.

G1.B1 Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 30% of the students in the SWD subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 29 percentage points to 59%.

G1.B1.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category 2: Reading Application. These strategies will include a focus on author's purpose, main idea, cause and effect and text structure.

PD Opportunity 1

Provide professional development opportunities for teachers to effectively implement strategies

Facilitator

Administration/Reading Coach

Participants

Teachers

Target Dates or Schedule

Professional Development - September

Evidence of Completion

Walk-throughs and student work

G1.B2 Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 32% (62) of students achieved level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 35%.

G1.B2.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category 1: Vocabulary. These strategies will focus on base words, prefixes and suffixes, multiple meanings in context, and antonyms and synonyms.

PD Opportunity 1

Review and evaluate lesson plans to ensure that teachers are implementing reading strategies that help students build their general knowledge of words and word relationships, using context clues and identifying the multiple meanings of words as well as word parts.

Facilitator

Administration/Reading

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, classroom instruction

PD Opportunity 2

Provide professional development opportunities for teachers to effectively implement contextual analysis activities that aim to build word knowledge and contextual analysis skills.

Facilitator

Reading Coach/Administration

Participants

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Exit tickets and implementation of strategies

G1.B3 Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 71% of students made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 74%.

G1.B3.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category 1: Vocabulary. These strategies include a focus on base words and affixes, prefixes and suffixes, multiple meanings in context, antonyms and synonyms, and context clues.

PD Opportunity 1

Provide professional development opportunities for teachers to effectively implement contextual analysis activities that aim to build word knowledge and contextual analysis skills.

Facilitator

Reading Coach and Administration

Participants

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Exit tickets and implementation of strategies

PD Opportunity 2

Sixty minute extended day time will be added to all student schedules to implement FCAT Reading Coach Series with a focus in Vocabulary Development.

Facilitator

Administration/Reading Coach

Participants

Teachers

Target Dates or Schedule

Daily Implementation/Monthly training

Evidence of Completion

Assessments; attendance sheets

G1.B4 Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 68% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 71%.

G1.B4.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category 1: Vocabulary. These strategies will focus on base words and affixes, prefixes and suffixes, multiple meanings in context, antonyms and synonyms, and context clues.

PD Opportunity 1

Provide professional development opportunities in the effective implementation of centers, differentiated instruction and interventions.

Facilitator

Administration/Reading Coach

Participants

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Exit tickets and implementation of strategies

G2. Student performance data from the 2013 FCAT Writing Assessment indicates that 42% (25) of students achieved Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 48%.

G2.B1 Student performance data from the FCAT Writing Assessment indicates that 29% of students in 4th Grade were proficient in Writing at a 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students proficient in Writing by 20 percentage points to 49%.

G2.B1.S1 Teachers will provide students with strategies to meet the standards required for Writing Standards. These strategies will include a focus in telling or sharing personal stories or memories out loud, graphic organizers, timelines or storyboards, KWL charts or logs, and answering essential questions.

PD Opportunity 1

Teachers will receive professional development in the area of Writing and implementing writing strategies as well as the Four Square Writing Program.

Facilitator

Administration; Reading Coach

Participants

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in Sheets; Professional Development agenda

G2.B2 Student performance data from the FCAT Writing Assessment indicates that 70% of students in 8th Grade were proficient in Writing at a 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students proficient in Writing by 5 percentage points to 75%.

G2.B2.S1 Teachers will provide students with strategies to meet the standards required for Writing Standards. These strategies will include a focus on revising/editing to emphasize capitalization, punctuation, and subject/verb and pronoun agreement in simple and compound sentences.

PD Opportunity 1

Teachers will receive professional development in the area of Writing and implementing writing strategies as well as the Four Square Writing Program.

Facilitator

Administration; Reading Coach

Participants

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-In Sheets; Professional Development Agenda

G3. Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 58% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency at 58%.

G3.B1 Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 20% of the students SWD subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 53 percentage points to 73%.

G3.B1.S1 The teachers will provide students with strategies to meet necessary standards for Reporting Category 1: Number Operations, Problems and Statistics. Strategies will include a focus on identifying, analyzing and finding the solution to real world problems involving multiplication, division or graphic representations to an expression or equation.

PD Opportunity 1

Provide professional development on full implementation of Common Core and teaching strategies that provide students opportunities for growth in the area of mathematical operations and problem solving.

Facilitator

Administration

Participants

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas and Sign in Sheets

G3.B2 Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 34% (68) of students achieved Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 37%.

G3.B2.S1 Teachers will provide students with strategies to meet necessary standards in 3rd and 4th Grade for Reporting Category: Fractions. These strategies will include a focus in Teachers will provide students with strategies to meet necessary standards in 5th, 6th, 7th, and 8th Grades for Reporting Category: Geometry and Measurement. These strategies will include a focus in multi-step real world applications

PD Opportunity 1

Develop departmental grade level and/or course alike learning teams to facilitate the implementation of the listed best practice instructional strategies.

Facilitator

Administration

Participants

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Learning team minutes and implementation of strategies

G6. Student performance data from the 2013 FCAT Science Assessment indicates that 39% of 5th grade students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 45%.

G6.B1 Student performance data from the 2013 FCAT Science Assessment indicates that 24% (8) of 5th grade students achieved Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 28%

G6.B1.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category: Physical Science. These strategies will focus on identifying basic forms of energy, familiar forces, and distinguish relationships among mass, force and motion.

PD Opportunity 1

Implement a routine of inquiry-based, hands-on activities relevant to the objectives of the topic.

Facilitator

Administration

Participants

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Completed student work, lesson plans, observation and walk through documentation

PD Opportunity 2

Provide teachers with professional development in creating and implementing hands-on Science labs and integrating the use of Science technology.

Facilitator

Administration

Participants

Science Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets; professional development agenda

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 57% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency at 57%.	\$10,211
G2.	Student performance data from the 2013 FCAT Writing Assessment indicates that 42% (25) of students achieved Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 48%.	\$3,141
G3.	Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 58% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency at 58%.	\$19,576
G6.	Student performance data from the 2013 FCAT Science Assessment indicates that 39% of 5th grade students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 45%.	\$3,617
Total		\$36,545

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
Title 1 Funds	\$6,211	\$13,717	\$19,928
Title 1	\$0	\$3,617	\$3,617
FTE Funds	\$9,000	\$4,000	\$13,000
Total	\$15,211	\$21,334	\$36,545

Budget Details

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

G1. Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 57% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency at 57%.

G1.B1 Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 30% of the students in the SWD subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 29 percentage points to 59%.

G1.B1.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category 2: Reading Application. These strategies will include a focus on author's purpose, main idea, cause and effect and text structure.

Action Step 1

Provide professional development opportunities for teachers to effectively implement strategies

Resource Type

Evidence-Based Materials

Resource

FCAT Coach Series: FCAT Coach, Ladders, Crosswalks, Buckle Down; Jumpstart

Funding Source

Title 1 Funds

Amount Needed

\$6,211

G1.B2 Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 32% (62) of students achieved level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 35%.

G1.B2.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category 1: Vocabulary. These strategies will focus on base words, prefixes and suffixes, multiple meanings in context, and antonyms and synonyms.

Action Step 2

Review and evaluate lesson plans to ensure that teachers are implementing reading strategies that help students build their general knowledge of words and word relationships, using context clues and identifying the multiple meanings of words as well as word parts.

Resource Type

Evidence-Based Program

Resource

Professional Development - Common Core Reading Standards implementation, Effective reading centers; Implementation of Wonders and Wonder Works curriculum;

Funding Source

FTE Funds

Amount Needed

\$1,000

G1.B3 Student performance data from the 2013 FCAT 2.0 Reading Assessment indicates that 71% of students made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 74%.

G1.B3.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category 1: Vocabulary. These strategies include a focus on base words and affixes, prefixes and suffixes, multiple meanings in context, antonyms and synonyms, and context clues.

Action Step 2

Sixty minute extended day time will be added to all student schedules to implement FCAT Reading Coach Series with a focus in Vocabulary Development.

Resource Type

Evidence-Based Program

Resource

Holt-McDougal Wonders and Wonder Works Curriculum

Funding Source

FTE Funds

Amount Needed

\$3,000

G2. Student performance data from the 2013 FCAT Writing Assessment indicates that 42% (25) of students achieved Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 48%.

G2.B1 Student performance data from the FCAT Writing Assessment indicates that 29% of students in 4th Grade were proficient in Writing at a 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students proficient in Writing by 20 percentage points to 49%.

G2.B1.S1 Teachers will provide students with strategies to meet the standards required for Writing Standards. These strategies will include a focus in telling or sharing personal stories or memories out loud, graphic organizers, timelines or storyboards, KWL charts or logs, and answering essential questions.

Action Step 1

Teachers will receive professional development in the area of Writing and implementing writing strategies as well as the Four Square Writing Program.

Resource Type

Evidence-Based Program

Resource

Writing Source; Skills Coach Write It; Buckle Down Writing; Four Square Writing

Funding Source

Title 1 Funds

Amount Needed

\$3,141

G3. Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 58% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain student proficiency at 58%.

G3.B1 Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 20% of the students SWD subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 53 percentage points to 73%.

G3.B1.S1 The teachers will provide students with strategies to meet necessary standards for Reporting Category 1: Number Operations, Problems and Statistics. Strategies will include a focus on identifying, analyzing and finding the solution to real world problems involving multiplication, division or graphic representations to an expression or equation.

Action Step 2

Provide professional development on full implementation of Common Core and teaching strategies that provide students opportunities for growth in the area of mathematical operations and problem solving.

Resource Type

Evidence-Based Materials

Resource

Common Core Standards Implementation; Go Math Curriculum

Funding Source

FTE Funds

Amount Needed

\$9,000

G3.B2 Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 34% (68) of students achieved Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 37%.

G3.B2.S1 Teachers will provide students with strategies to meet necessary standards in 3rd and 4th Grade for Reporting Category: Fractions. These strategies will include a focus in Teachers will provide students with strategies to meet necessary standards in 5th, 6th, 7th, and 8th Grades for Reporting Category: Geometry and Measurement. These strategies will include a focus in multi-step real world applications

Action Step 2

Develop departmental grade level and/or course alike learning teams to facilitate the implementation of the listed best practice instructional strategies.

Resource Type

Evidence-Based Program

Resource

Common Core Standards Implementation; Go Math Program

Funding Source

Title 1 Funds

Amount Needed

\$1,000

G3.B4 Student performance data from the 2013 FCAT 2.0 Mathematics Assessment indicates that 73% of students made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 76%.

G3.B4.S1 The teachers will provide students with strategies to meet necessary standards for Reporting Category 1: Number Operations, Problems and Statistics. Strategies will include a focus on identifying, analyzing and finding the solution to real world problems involving multiplication, division or graphic representations to an expression or equation.

Action Step 1

Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Resource Type

Evidence-Based Program

Resource

FCAT Coach Series; FCAT Coach; Jumpstart; Crosswalk; Ladders; Buckle Down; Common Core Coach

Funding Source

Title 1 Funds

Amount Needed

\$9,576

G6. Student performance data from the 2013 FCAT Science Assessment indicates that 39% of 5th grade students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 6 percentage points to 45%.

G6.B1 Student performance data from the 2013 FCAT Science Assessment indicates that 24% (8) of 5th grade students achieved Level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 28%

G6.B1.S1 Teachers will provide students with strategies to meet necessary standards for Reporting Category: Physical Science. These strategies will focus on identifying basic forms of energy, familiar forces, and distinguish relationships among mass, force and motion.

Action Step 1

Implement a routine of inquiry-based, hands-on activities relevant to the objectives of the topic.

Resource Type

Evidence-Based Program

Resource

Gizmos Technology; E20 Technology; FCAT Coach Science Series

Funding Source

Title 1

Amount Needed

\$3,617