2013-2014 SCHOOL IMPROVEMENT PLAN

John I. Smith K 8 Center
10415 NW 52ND ST
Doral, FL 33178
305-406-0220
http://jis.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	No	47%

Alternative/ESE Center	Charter School	Minority Rate
No	No	91%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
John I. Smith K 8 Center

Principal
Gwendolyn Hines C

School Advisory Council chair
Michelle Fernandez

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

Name	Title
Hilda Espinosa	Assistant Principal
Isis Piloto	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, Alternate Principal -1, UTD Steward -1, Teachers -5, Alternate Teacher -1, Educational Support -1, Alternate Educational Support -1, Parents -6, Alternate Parents -1, Students -1, Alternate Student -1, Business Community Representative -2

Involvement of the SAC in the development of the SIP

The SAC chairperson oversees the preparation and review of school demographics and data to generate the school improvement plan. The plan is tailored to the specific school needs based on the 2012-2013 assessment results.

Activities of the SAC for the upcoming school year

The SAC will continuously review and update the SIP as needed based on 2013-2014 assessments. This will be addressed by modifying the current document to better meet the students' needs.

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

Projected Budget: $6,243
Scholastic Scope & Scholastic Action 6th -8th grade – $1,000
Laminating Machine – $2,500
Sunshine State Young Reader's Books (Elementary) - $1,078.14
Sunshine State Young Reader's Books (Middle) - $1,144.10
Printer for Media Center for all students and teachers to utilize - $500

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

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

Highly Qualified Staff

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

Administrators

# of administrators
3

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

Administrator Information:

Gwendolyn Hines C		
Principal	Years as Administrator: 30	Years at Current School: 8

Credentials	Administrative Supervisor, Early Childhood Education, Elementary Education
Performance Record	2013 – School Grade – A Rdg. Levels 3-5, 72% Math Levels 3-5, 69% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 80 points Math Imp. of Lowest 25% - 67 points Rdg. AMO – 73% Math AMO – 69% 2012 – School Grade – A Rdg. Levels 3-5, 73% Math Levels 3-5, 67% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 73 points Math Imp. of Lowest 25% - 53 points AYP – Y 2011 – School Grade – A Rdg. Levels 3-5, 88% Math Levels 3-5, 90% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% - 70 points AYP - Y 2010 – School Grade – A Rdg. Levels 3-5, 90% Math Levels 3-5, 84% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 50 points AYP - Y 2009 – School Grade – A Rdg. Levels 3-5, 89% Math Levels 3-5, 84% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 56 points AYP - Y

Hilda Espinosa		
Asst Principal	Years as Administrator: 20	Years at Current School: 7

Credentials	Early Childhood Education, Elementary Education, ESOL, Educational Leadership
Performance Record	2013 – School Grade – A Rdg. Levels 3-5, 72% Math Levels 3-5, 69% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 80 points Math Imp. of Lowest 25% - 67 points Rdg. AMO – 73% Math AMO – 69% 2012 – School Grade – A Rdg. Levels 3-5, 73% Math Levels 3-5, 67% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 73 points Math Imp. of Lowest 25% - 53 points Rdg. Progress – Math Progress – 2011 – School Grade – A Rdg. Levels 3-5, 88% Math Levels 3-5, 90% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% - 70 points Rdg. Progress – Math Progress – 2010 – School Grade – A Rdg. Levels 3-5, 90% Math Levels 3-5, 84% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 50 points Rdg. Progress – Math Progress – 2009 – School Grade – A Rdg. Levels 3-5, 89% Math Levels 3-5, 84% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 56 points Rdg. Progress – Math Progress –

Isis Piloto		
Asst Principal	Years as Administrator: 8	Years at Current School: 6

Credentials	Elementary Education, ESOL, School Principal
Performance Record	2013 – School Grade – A Rdg. Levels 3-5, 72% Math Levels 3-5, 69% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 80 points Math Imp. of Lowest 25% - 67 points Rdg. AMO – 73% Math AMO – 69% 2012 – School Grade – A Rdg. Levels 3-5, 73% Math Levels 3-5, 67% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 73 points Math Imp. of Lowest 25% - 53 points Rdg. Progress – Math Progress – 2011 – School Grade – A Rdg. Levels 3-5, 88% Math Levels 3-5, 90% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% - 70 points Rdg. Progress – Math Progress – 2010 – School Grade – A Rdg. Levels 3-5, 90% Math Levels 3-5, 84% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 50 points Rdg. Progress – Math Progress – 2009 – School Grade – A Rdg. Levels 3-5, 89% Math Levels 3-5, 84% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 56 points Rdg. Progress – Math Progress –

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Classroom Teachers

# of classroom teachers

93

 # receiving effective rating or higher

94, 101%

 # Highly Qualified Teachers

72%

 # certified in-field

80, 86%

 # ESOL endorsed

63, 68%

 # reading endorsed

11, 12%

 # with advanced degrees

45, 48%

 # National Board Certified

8, 9%

 # first-year teachers

4, 4%

 # with 1-5 years of experience

1, 1%

 # with 6-14 years of experience

51, 55%

 # with 15 or more years of experience

37, 40%

Education Paraprofessionals

# of paraprofessionals
0

 # Highly Qualified
0

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

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

We will recruit highly qualified teachers by working with Universities and their educational programs.
We will retain highly qualified teachers by creating lesson study groups.
We will retain highly qualified teachers by providing professional development in areas of need to prepare teachers with new skills

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

Teacher's are paired with a mentor that is highly qualified and is considered an expert in his/her field.
Teacher's receive professional development in areas of need and are given the opportunity to team plan in order to receive the skills and support needed.

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 (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students 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 implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to 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) (Gwendolyn C. Hines-Principal, Hilda Espinosa-Assistant Principal, Isis Piloto-Assistant Principal) who will schedule and facilitate regular RtI 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
• School reading, math, science, and behavior specialists (Ms. Bryant, Ms. Cabrera, Ms. Montes de Oca, Ms. Loureiro)
• Special education personnel (J. Cabrera)
• School guidance counselor (E. Nolan, M. Sotomayor)
• School psychologist (A. Trinidad)
• School social worker (S. Zamor)
• Member of advisory group, community stakeholders, parents (Teachers: M. Fernandez, G. Reed, J. Cabrera, G. Rojas, N. Tabsch, K. Bryant; Educational Support: A. Cancio, A. Gulkstad; Parent: M. Ayse-Lastre, C. Londono, Y. Barrio, L. Bracamonte, A. Chavez, C. Burgos-Cortez, A. Alzaibar; Students: T. Torrescorrea, I. Quintanilla, Business Community Representative: F. Brizuela, J. Patel)
• 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
Selected members (G. Hines, I. Piloto, M. Sotomayor, E. Nolan, A. Trinidad) 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
Selected members (G. Hines, Ms. Bryant- SCAT, Ms. Montes de Oca- SCAT , Ms. Loureiro- SCAT , Ms. Cabrera- SCAT 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 MTSS/RtI Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis, monitor the fidelity of the delivery of instruction and intervention, provide levels of support and interventions to students based on data, consider data the end of year Tier 1 problem solving.

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

Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic
Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Attendance
• Referrals to special education programs Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context

• Attendance
Referrals to special education programs

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

Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
Ongoing data-driven professional development activities that align to core student goals and staff needs.
Communicating outcomes with stakeholders and celebrating success frequently.
Professional Development will be provided during teachers' common planning time and professional learning communities will occur throughout the year. The MTSS/RtI team will evaluate staff PD needs during the regularly MTSS/RtI Leadership Team meetings which will provide support for school staff to understand basic RtI principles and procedures; and providing a network of ongoing support for RtI organized through feeder patterns.
Alignment of policies and procedures across classroom, grade, building, district, and state levels.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program
Minutes added to school year:

Early bird tutoring is provided for students in the lowest 25 percentile. Programs such as SuccessMaker, Ticket to Read, Achieve 3000, and Gizmos is also used as enrichment. Team planning is provided in which teachers collaborate, plan, and engage in professional development geared towards their students' needs.

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 Chats are conducted quarterly between teachers and students as well as teachers and administrators. Teachers collect student data and analyze to determine effectiveness of strategies and modify curriculum when needed. Data is shared with the students to determine a sense of responsibility. Teachers also meet with the principal to review current data and adjustments to fulfill student needs.

Who is responsible for monitoring implementation of this strategy?

Teachers and Administrators

Literacy Leadership Team (LLT)

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

Name	Title
Mrs. Hines	Principal
Mrs. Espinosa	Assistant Principal
Ms. Piloto	Assistant Principal
Ms. Bryant	SCAT
Ms. Montes de Oca	SCAT, Sixth Grade Level Chair
Ms. Loureiro	SCAT
Ms. Cabrera	SCAT
Ms. Molina	Reading Liaison
Ms. Sotomayor	Counselor
Ms. Nolan	Counselor
Ms. Alvarez	Kindergarten Grade Level Chair
Ms. Castro	First Grade Level Chair
Ms. Acosta	Second Grade Level Chair
Ms. Hrvatin	Third Grade Level Chair

Name	Title
Ms. Herrera	Fourth Grade Level Chair
Ms. Ramos	Fifth Grade Level Chair
Mr. Gonzalez	Seventh Grade Level Chair
Ms. Denman	Eighth Grade Level Chair
Ms. M. Fernandez	EESAC Chairperson
Mr. Riker	UTD Steward

How the school-based LLT functions

Principal: Instructional leader that will support literacy instruction and will promote membership of the team by: holding meetings at a convenient time, providing adequate notice of meetings, providing time/ coverage (if needed) to attend meetings, providing Master Plan Points (MPP) and team building activities for members commitment and participation, and offering professional growth opportunities such as educational retreats.
Assistant Principals: Assist the principal in promoting a collaborative environment conducive to literacy; work with all stakeholders such as teachers, parents, students, community at large, in promoting literacy and student achievement.
Reading Liason develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk", assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Data Specialist: Collaborates with teachers in disaggregating, analyzing, and interpreting data. Provides feedback and information for the appropriate implementation of data. Assists and works closely with the reading coach with the progress monitoring process and the delivery of quality professional development. Engages in monthly data chats with professional learning communities.
Counselors: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Assist with intervention strategies and work closely with the teachers, reading coach, data specialist, and administration to ensure its implementation is done with fidelity.
Grade-Level Chairpersons: Review data monthly and quarterly (FAIR & Interims); monitor procedures for teacher-led centers; assist with sharing of best practices to improve student performance.
EESAC Chairperson: Shares SIP document with EESAC members and staff to update them on progress made and goals achieved by learning communities.
UTD Steward: Monitors procedures and compliance to contract
SCAT Team: Focus on their specific concentrated areas such as Math, Science, Writing, and Data and the infusion of Reading within these areas.
The Literacy team meets once a month to engage in the following activities:
Assessing grade level and subject areas by team members monthly and quarterly; assist with data chat guidelines for both students and teachers; Review, maintain, and ensure best practices throughout the curriculum. Supervise the implementation of pacing guides for the new generation sunshine state standards. Improve and implement strategies as needed. Monitor the implementation of the School Improvement Plan.

Major initiatives of the LLT

The Literacy Leadership Team will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. As defined by the Common Core State standards, multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. The LLT will also guarantee fidelity of implementation of the K-12 CRRP; create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development; follow the RtI where all children have opportunities for being successful before initiating the referral process. Members will cultivate the vision for increased school-wide literacy across all content areas.

Every Teacher Contributes to Reading Instruction

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

All teachers will implement strategies for reading instruction which include: reciprocal teaching, graphic organizers, small group instruction, guided groups, and other literacy strategies. Teachers will also use web-based supplemental programs to enrich student reading abilities. Every teacher will be responsible for students' understanding of the text by carefully reading it, drawing conclusions and formulating responses to comprehension questions which address the question entirely.

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

Walkthroughs are provided for parents to become familiar with the school campus and the school personnel. Tours are scheduled for parent and students to meet teachers and become familiar with school structure. Recruitment is promoted by delivering flyers to daycare and community learning centers.

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

Courses offered such as computers, agricultural science, family and consumer sciences help students see the relationships between subjects and relevance to their future. Students are able to select these courses as their electives.

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

Course selection orientations are conducted yearly to inform students on the elective options. Students are given the opportunity to select their courses with their parents that are tailored to their specific needs which ensures that the course is personally meaningful.

Strategies for improving student readiness for the public postsecondary level

CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development

activities. Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects.

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	77%	73%	No	79%
American Indian				
Asian	82%	89%	Yes	84%
Black/African American	57%	56%	No	61%
Hispanic	75%	72%	No	78%
White	83%	78%	No	85%
English language learners	62%	57%	No	66%
Students with disabilities	42%	33%	No	48%
Economically disadvantaged	67%	65%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	197	26%	32%
Students scoring at or above Achievement Level 4	344	45%	47%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		77%	79%
Students in lowest 25% making learning gains (FCAT 2.0)		80%	82%

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)	207	51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	129	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	142	35%	42%

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	145	80%	82%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	69%	No	81%
American Indian				
Asian	89%	89%	Yes	90%
Black/African American	51%	63%	Yes	56%
Hispanic	77%	68%	No	79%
White	85%	72%	No	87%
English language learners	69%	59%	No	72%
Students with disabilities	42%	29%	No	48%
Economically disadvantaged	69%	63%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	201	27%	37%
Students scoring at or above Achievement Level 4	303	40%	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		67%	70%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		21%
Students scoring at or above Achievement Level 4	11	79%	79%

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	47	25%	27%
Students scoring at or above Achievement Level 4	79	41%	42%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	800	61%	71%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	37	37%	50%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	30	30%	40%
Completion rate (%) for CTE students enrolled in *accelerated* courses		30%	40%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	2	100%	100%

Area 7: Social Studies

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

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	51	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	14	1%	1%
Students who are not proficient in reading by third grade	57	32%	29%
Students who receive two or more behavior referrals	100	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	16	1%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	51	4%	3%
Students who fail a mathematics course	13	6%	5%
Students who fail an English Language Arts course	16	7%	6%
Students who fail two or more courses in any subject	11	5%	4%
Students who receive two or more behavior referrals	100	8%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	16	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Conduct a needs assessment during Open House to determine the intervention skills and resources that parents request; offer parental workshops in the core academic areas; improve Parent Resource Center

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement in school-wide activities.	728	56%	60%

Goals Summary

G1. The results of the 2013 FCAT 2.0 Reading Test indicates that 73% of students achieved proficiency. Our goal for the 2013 - 2014 school year is to increase proficiency by 6 percentage points to 79%.

G2. On the 2013 administration of the Writing FCAT, 80% of students achieved Level 3.5 or higher. Our goal for the 2013 - 2014 school year is to increase the percentage of student proficiency at 82%.

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 69% of students achieved proficiency. Our goal for the 2013 - 2014 school year is to increase proficiency by 12 percentage points to 81%.

G4. The results of the 2013 Algebra 1 EOC Test indicates that 21% of students achieved Level 3 proficiency and 79% of students achieved Level 4-5. Our goal for the 2013 - 2014 school year is to maintain Level 3 and Level 4-5 student proficiency.

G5. Based on the absence of Geometry End-of-Course assessment, students will need to adapt to newly learned skills to show evidence of achievement.

G6. On the 2013 administration of the FCAT 2.0 Science assessment 66% of students achieved proficiency. Our goal for the 2013 - 2014 school year is to increase student proficiency by 3 percentage points to 69%.

G7. Based on the absence of Middle School Science assessment due to our newly expanding K-8 Center and the addition of our 8th grade, students will need to adapt to newly learned skills to show evidence of achievement.

G8. Increase student involvement in STEM related experiences.

G9. Increase student enrollment in middle school CTE courses through articulation with High School within feeder pattern.

G10. After analyzing the Civics End-of-Course Assessment students will be given the opportunity to master Common Core State Standards for Literacy, Writing, and Speaking, through Civics content.

G11. Our school recognizes that student academic development is correlated to student attendance, behavior, and retention. Our school will increase student attendance and decrease student behavior and retention.

G12. After reviewing data, we would like to increase parent involvement in school-wide activities.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicates that 73% of students achieved proficiency. Our goal for the 2013 - 2014 school year is to increase proficiency by 6 percentage points to 79%.

Targets Supported

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

Resources Available to Support the Goal

- Reading Plus, Riverdeep, Achieve 3000, SuccessMaker, Accelerated Reader, Voyager

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Reading Test indicates that 56% of students in the Black subgroup, 72% of students in the Hispanic subgroup, 57% of students in the ELL subgroup, and 65% of students in the ED subgroup achieved proficiency. Our goal for the 2014 school year is to increase student proficiency in the Black subgroup to 61%, in the Hispanic subgroup to 78%, in the ELL subgroup to 66%, and in the ED subgroup to 70%. The area of deficiency for the subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis due to lack of exposure to literary elements. The area of deficiency for the ESOL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure of words and word relationships.

- The results of the 2013 FCAT 2.0 Reading Test indicates that 26% of students achieved Level 3 proficiency. Our goal for the 2013 - 2014 school year is to increase Level 3 student proficiency by 6 percentage points to 32%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis due to lack of exposure to literary elements. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure of words and word relationships.

- The results of the 2013 FCAT 2.0 Reading Test indicates that 45% of students achieved at or above Level 4 proficiency. Our goal for the 2013 - 2014 school year is to increase Level 4 and above student proficiency by 2 percentage points to 47%. The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis due to lack of exposure to literary elements. The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure of words and word relationships. Enrichment activities will be used to:

- The results of the 2013 FCAT 2.0 Reading Test indicates that 77% of students made learning gains. Our goal for the 2013 - 2014 school year is to increase students achieving learning gains by 2 percentage points to 79%. The area of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis due to lack of exposure to literary elements. The area of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure of words and word relationships.

- The results of the 2013 FCAT 2.0 Reading Test indicates that 80% of students in the lowest 25% made learning gains. Our goal for the 2013 - 2014 school year is to increase students in the lowest 25% achieving learning gains by 2 percentage points to 82%. The area of deficiency for students in the lowest 25% making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis due to lack of exposure to literary elements. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure of words and word relationships.

- CELLA The results of the 2013 CELLA Test indicates that 51% of students scored proficient in listening/speaking. Our goal for the 2013 - 2014 school year is to increase student proficiency in listening/speaking by 5 percentage points to 56%. Students have limited opportunity to listen and speak academic English outside the classroom.

- CELLA The results of the 2013 CELLA Test indicates that 32% of students scored proficient in reading. Our goal for the 2013 - 2014 school year is to increase student proficiency in reading by 7 percentage points to 39%. Students have limited opportunity to read in English outside the classroom.

- CELLA The results of the 2013 CELLA Test indicates that 35% of students scored proficient in writing. Our goal for the 2013 - 2014 school year is to increase student proficiency in writing by 7 percentage points to 42%. Students have limited opportunity to write academic English outside the classroom.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
monthly

Evidence of Completion:
Formative Assessments: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, Riverdeep, Achieve 3000, SuccessMaker, Accelerated Reader, Voyager Summative Assessments – Results for the 2014 FCAT 2.0, Results of the 2014 CELLA

G2. On the 2013 administration of the Writing FCAT, 80% of students achieved Level 3.5 or higher. Our goal for the 2013 - 2014 school year is to increase the percentage of student proficiency at 82%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Anchor Papers, Mentor text as models of exemplary writing
- Anchor Papers, Mentor text as models of exemplary writing

Targeted Barriers to Achieving the Goal
- In 4th grade, the area of deficiency as noted on the 2013 administration of the FCAT 2.0 Writing Test was organization and support.
- Based on the absence of Middle School Writing assessment due to our newly expanding K-8 Center and the addition of our 8th grade, students will need to adapt to newly learned skills to show evidence of achievement.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
LLT

Target Dates or Schedule:
monthly

Evidence of Completion:
Formative Assessments – work samples and rubrics Summative Assessments – Results for the 2014 FCAT 2.0

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 69% of students achieved proficiency. Our goal for the 2013 - 2014 school year is to increase proficiency by 12 percentage points to 81%.

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

- SuccessMaker, manipulatives, mathematics word walls

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Mathematics Test indicates that 68% of students in the Hispanic subgroup and 59% of students in the ELL subgroup achieved proficiency. Our goal for the 2014 school year is to increase student proficiency in the Hispanic subgroup to 79%, and in the ELL subgroup to 72%. The area of deficiency for the Hispanic subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category: Number – Fractions The ELL students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

- The results of the 2013 FCAT 2.0 Mathematics Test indicates that 27% of students achieved Level 3 proficiency. Our goal for the 2013 - 2014 school year is to increase Level 3 student proficiency by 10 percentage points to 37% The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category Numbers – Fractions and Reporting Category – Geometry and Measurement

- The results of the 2013 FCAT 2.0 Mathematics Test indicates that 40% of students achieved at or above Level 4 proficiency. Our goal for the 2013 - 2014 school year is to increase Level 4 and above student proficiency by 4 percentage points to 44% The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category Numbers – Fractions and Reporting Category – Geometry and Measurement

- The results of the 2013 FCAT 2.0 Mathematics Test indicates that 69% of students made learning gains. Our goal for the 2013 - 2014 school year is to increase students achieving learning gains by 3 percentage points to 72%. The area of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category Numbers – Fractions and Reporting Category – Geometry and Measurement According to the results of the 2013 FCAT 2.0, students in Grade 7 experienced difficulty in Reporting Category – Statistics and Probability

- The results of the 2013 FCAT 2.0 Mathematics Test indicates that 67% of students in the lowest 25% made learning gains. Our goal for the 2013 - 2014 school year is to increase students in the lowest 25% achieving learning gains by 3 percentage points to 70%. The area of deficiency for students scoring in the lowest 25% making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category Numbers – Fractions and Reporting Category – Geometry and Measurement

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
LLT

Target Dates or Schedule:
monthly

Evidence of Completion:
Formative Assessments – FCAT Explorer, Riverdeep, SuccessMaker, Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

G4. The results of the 2013 Algebra 1 EOC Test indicates that 21% of students achieved Level 3 proficiency and 79% of students achieved Level 4-5. Our goal for the 2013 - 2014 school year is to maintain Level 3 and Level 4-5 student proficiency.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- SuccessMaker, Manipulatives

Targeted Barriers to Achieving the Goal
- To maintain Level 3 and Level 4-5 student proficiency in Alegebra 1 EOC Test.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
LLT

Target Dates or Schedule:
monthly

Evidence of Completion:
Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the Algebra I End-of-Course 2014 Assessment

G5. Based on the absence of Geometry End-of-Course assessment, students will need to adapt to newly learned skills to show evidence of achievement.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- SuccessMaker, Manipulatives

Targeted Barriers to Achieving the Goal

- Based on the absence of Geometry End-of-Course assessment, students will need to adapt to newly learned skills to show evidence of achievement.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

monthly

Evidence of Completion:

Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the Geometry End-of-Course 2014 Assessment

G6. On the 2013 administration of the FCAT 2.0 Science assessment 66% of students achieved proficiency. Our goal for the 2013 - 2014 school year is to increase student proficiency by 3 percentage points to 69%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- experiments, Discovery Education, Gizmos, Science Fair

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Science Test indicates that 25% of students achieved Level 3 proficiency. Our goal for the 2013 - 2014 school year is to increase Level 3 student proficiency by 2 percentage points to 27%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category – Physical Science

- The results of the 2013 FCAT 2.0 Science Test indicates that 41% of students achieved at or above Level 4 proficiency. Our goal for the 2013 - 2014 school year is to increase students at or above Level 4 proficiency by 1 percentage point to 42%. The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category – Physical Science

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
LLT

Target Dates or Schedule:
monthly

Evidence of Completion:
Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

G7. Based on the absence of Middle School Science assessment due to our newly expanding K-8 Center and the addition of our 8th grade, students will need to adapt to newly learned skills to show evidence of achievement.

Targets Supported
- Science - Middle School

Resources Available to Support the Goal
- experiments, Discovery Education, Science Fair

Targeted Barriers to Achieving the Goal
- Due to our newly expanding K-8 Center and the addition of our 8th grade, students will need to adapt to newly learned skills to show evidence of achievement.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
LLT

Target Dates or Schedule:
monthly

Evidence of Completion:
Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

G8. Increase student involvement in STEM related experiences.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- Computer Lab, Riverdeep, SuccessMaker
- Computer Lab, Riverdeep, SuccessMaker

Targeted Barriers to Achieving the Goal
- Students need to adapt to a changing learning environment that challenges students to a more rigorous curriculum.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
LLT

Target Dates or Schedule:
monthly

Evidence of Completion:
Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

G9. Increase student enrollment in middle school CTE courses through articulation with High School within feeder pattern.

Targets Supported
- CTE

Resources Available to Support the Goal
- Computer Lab, Industry Certification

Targeted Barriers to Achieving the Goal
- Enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
LLT

Target Dates or Schedule:
monthly

Evidence of Completion:
Reports for articulation meeting between feeder middle and high schools.

G10. After analyzing the Civics End-of-Course Assessment students will be given the opportunity to master Common Core State Standards for Literacy, Writing, and Speaking, through Civics content.

Targets Supported
- Civics EOC

Resources Available to Support the Goal
- Common Core State Standards

Targeted Barriers to Achieving the Goal
- The area of deficiency is for students to analyze their performance data from interim assessments in order to maximize understanding of content strengths and areas in need of performance.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
LLT

Target Dates or Schedule:
monthly

Evidence of Completion:
Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the Civics End-of-Course 2014 Assessment

G11. Our school recognizes that student academic development is correlated to student attendance, behavior, and retention. Our school will increase student attendance and decrease student behavior and retention.

Targets Supported

- EWS

- EWS - Elementary School

- EWS - Middle School

Resources Available to Support the Goal

- Truancy Team, Behavior Logs, FAB/BIP, Behavior Implementation Team, Do the Right Thing Program, RtI Team

Targeted Barriers to Achieving the Goal

- The number of students who missed 10% or more of the available instructional time during the 2012-2013 school year was 4%. Our goal for the 2013-2014 school year is to decrease by 1 percentage point to 3%.

- The number of students who were retained, were not proficient, and/or failed a course during the 2012-2013 school year was 10%. Our goal for the 2013-2014 school year is to decrease by 1 percentage point to 9%.

- The number of students who received behavior referrals and/or lead to suspension during the 2012-2013 school year was 5%. Our goal for the 2013-2014 school year is to decrease by 1 percentage point to 4%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
LLT

Target Dates or Schedule:
monthly

Evidence of Completion:
Will be monitored through Attendance rosters; MDCPS Truancy Intervention Log, Connect-ED, Spot Success reports and and Cognos reports for Suspension Rates

G12. After reviewing data, we would like to increase parent involvement in school-wide activities.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Parents have limited understanding of student data (Baseline, Mid-Year, FAIR, FCAT) and how it affects teaching and learning.

Plan to Monitor Progress Toward the Goal

Following the FCIM model: Administrators will collect needs assessments, participation data and workshop surveys, review parent check-out logs from monthly events held at the school site

Person or Persons Responsible
LLT

Target Dates or Schedule:
monthly

Evidence of Completion:
Monitor through parent volunteer registrations, parent attendance sign in sheets and survey results, parent check-out logs

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicates that 73% of students achieved proficiency. Our goal for the 2013 - 2014 school year is to increase proficiency by 6 percentage points to 79%.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicates that 56% of students in the Black subgroup, 72% of students in the Hispanic subgroup, 57% of students in the ELL subgroup, and 65% of students in the ED subgroup achieved proficiency. Our goal for the 2014 school year is to increase student proficiency in the Black subgroup to 61%, in the Hispanic subgroup to 78%, in the ELL subgroup to 66%, and in the ED subgroup to 70%. The area of deficiency for the subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis due to lack of exposure to literary elements. The area of deficiency for the ESOL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure of words and word relationships.

G1.B1.S1 Provide students opportunities to work with literary elements and expose them to words and word relationships.

Action Step 1

Identify and interpret elements of story structure within and across texts, help students understand character development character point of view, use poetry to practice identifying descriptive language that defines moods and provides imagery.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders

Action Step 2

Implement Scholastic Scope & Scholastic Action to expose students to literary elements in fiction and non-fiction stories.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders

Action Step 3

Derive word meanings and word relationships from context, as well as provide additional instruction on word meanings, practice using context clues to distinguish the correct meaning of words that have multiple meanings, provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders, word walls

Facilitator:

Ms. Molina Administrators

Participants:

K-8 Teachers

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, Riverdeep, Achieve 3000, SuccessMaker, Accelerated Reader, Voyager Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, Riverdeep, Achieve 3000, SuccessMaker, Accelerated Reader, Voyager Summative Assessments – Results for the 2014 FCAT 2.0

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicates that 26% of students achieved Level 3 proficiency. Our goal for the 2013 - 2014 school year is to increase Level 3 student proficiency by 6 percentage points to 32%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis due to lack of exposure to literary elements. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure of words and word relationships.

G1.B2.S1 Provide students opportunities to work with literary elements and expose them to words and word relationships.

Action Step 1

Identify and interpret elements of story structure within and across texts, help students understand character development character point of view, use poetry to practice identifying descriptive language that defines moods and provides imagery.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders

Action Step 2

Implement Scholastic Scope & Scholastic Action to expose students to literary elements in fiction and non-fiction stories.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders

Action Step 3

Derive word meanings and word relationships from context, as well as provide additional instruction on word meanings, practice using context clues to distinguish the correct meaning of words that have multiple meanings, provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, Word Walls, Semantic Maps

Facilitator:

Ms. Molina and administrators

Participants:

K-8 Teachers

Action Step 4

Picture books for the Accelerated Reader program will be updated. Lost/aged books will be replaced for students to check-out and complete AR tests that are already purchased and part of our system.

Person or Persons Responsible

Media Specialist, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Media check-out rosters; Accelerated Reader Reports

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, Riverdeep, Voyager, Achieve 3000, SuccessMaker, Accelerated Reader Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, Riverdeep, Voyager, Achieve 3000, SuccessMaker, Accelerated Reader Summative Assessments – Results for the 2014 FCAT 2.0

G1.B3 The results of the 2013 FCAT 2.0 Reading Test indicates that 45% of students achieved at or above Level 4 proficiency. Our goal for the 2013 - 2014 school year is to increase Level 4 and above student proficiency by 2 percentage points to 47%. The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis due to lack of exposure to literary elements. The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure of words and word relationships. Enrichment activities will be used to:

G1.B3.S1 Provide students enrichment opportunities to work with literary elements and expose them to words and word relationships.

Action Step 1

Identify and interpret elements of story structure within and across texts, help students understand character development character point of view, use poetry to practice identifying descriptive language that defines moods and provides imagery.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders

Action Step 2

Implement Scholastic Scope & Scholastic Action to expose students to literary elements in fiction and non-fiction stories.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders

Action Step 3

Derive word meanings and word relationships from context, as well as provide additional instruction on word meanings, practice using context clues to distinguish the correct meaning of words that have multiple meaning, provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, Word Walls, Semantic Maps

Facilitator:

Ms. Molina and administrators

Participants:

K-8 Teacher

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, Riverdeep, Voyager, Achieve 3000, SuccessMaker, Accelerated Reader Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, Riverdeep, Voyager, Achieve 3000, SuccessMaker, Accelerated Reader Summative Assessments – Results for the 2014 FCAT 2.0

G1.B4 The results of the 2013 FCAT 2.0 Reading Test indicates that 77% of students made learning gains. Our goal for the 2013 - 2014 school year is to increase students achieving learning gains by 2 percentage points to 79%. The area of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis due to lack of exposure to literary elements. The area of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure of words and word relationships.

G1.B4.S1 Provide students opportunities to work with literary elements and expose them to words and word relationships.

Action Step 1

Identify and interpret elements of story structure within and across texts, help students understand character development character point of view, use poetry to practice identifying descriptive language that defines moods and provides imagery.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders

Action Step 2

Implement Scholastic Scope & Scholastic Action to expose students to literary elements in fiction and non-fiction stories.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders

Action Step 3

Derive word meanings and word relationships from context, as well as provide additional instruction on word meanings, practice using context clues to distinguish the correct meaning of words that have multiple meaning, provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, Word Walls, Semantic Maps

Facilitator:

Ms. Molina and administrators

Participants:

K-8 Teachers

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, Riverdeep, Voyager, Achieve 3000, SuccessMaker, Accelerated Reader Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, Riverdeep, Voyager, Achieve 3000, SuccessMaker, Accelerated Reader Summative Assessments – Results for the 2014 FCAT 2.0

G1.B5 The results of the 2013 FCAT 2.0 Reading Test indicates that 80% of students in the lowest 25% made learning gains. Our goal for the 2013 - 2014 school year is to increase students in the lowest 25% achieving learning gains by 2 percentage points to 82%. The area of deficiency for students in the lowest 25% making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis due to lack of exposure to literary elements. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure of words and word relationships.

G1.B5.S1 Provide students opportunities to work with literary elements and expose them to words and word relationships.

Action Step 1

Identify and interpret elements of story structure within and across texts, help students understand character development character point of view, use poetry to practice identifying descriptive language that defines moods and provides imagery.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders

Action Step 2

Implement Scholastic Scope & Scholastic Action to expose students to literary elements in fiction and non-fiction stories.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders

Action Step 3

Derive word meanings and word relationships from context, as well as provide additional instruction on word meanings, practice using context clues to distinguish the correct meaning of words that have multiple meaning, provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders, Word Walls, Semantic Maps

Facilitator:

Ms. Molina and administrators

Participants:

K-8 Teacher

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, Riverdeep, Voyager, Achieve 3000, SuccessMaker, Accelerated Reader Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, Riverdeep, Voyager, Achieve 3000, SuccessMaker, Accelerated Reader Summative Assessments – Results for the 2014 FCAT 2.0

G1.B6 CELLA The results of the 2013 CELLA Test indicates that 51% of students scored proficient in listening/speaking. Our goal for the 2013 - 2014 school year is to increase student proficiency in listening/ speaking by 5 percentage points to 56%. Students have limited opportunity to listen and speak academic English outside the classroom.

G1.B6.S1 Provide opportunities for students to listen and speak academic English.

Action Step 1

Provide Experience/Motivation-an experience story that is based on an experience the teacher and students shared. They will also activate prior knowledge and prior experience by inviting students to associate concepts with selected topic. All contributions are accepted and recorded. Group members review and discuss the related ideas and determine how to organize and use the information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Teachers will use rubrics and quarterly to assess the listening and speaking objectives presented. Summative Assessment – Results of the 2014 CELLA

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Teachers will use rubrics and quarterly to assess the listening and speaking objectives presented. Summative Assessment – Results of the 2014 CELLA

G1.B7 CELLA The results of the 2013 CELLA Test indicates that 32% of students scored proficient in reading. Our goal for the 2013 - 2014 school year is to increase student proficiency in reading by 7 percentage points to 39%. Students have limited opportunity to read in English outside the classroom.

G1.B7.S1 Provide students opportunities to read in English.

Action Step 1

Utilize visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier. The teacher and students will also examine text by looking at pictures to gain an understanding of the story and to elicit story-related language in advance. The students will make predictions as part of the reading process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Teachers will use rubrics and quarterly to assess the listening and speaking objectives presented. Summative Assessment – Results of the 2014 CELLA

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Teachers will use rubrics and quarterly to assess the listening and speaking objectives presented. Summative Assessment – Results of the 2014 CELLA

G1.B8 CELLA The results of the 2013 CELLA Test indicates that 35% of students scored proficient in writing. Our goal for the 2013 - 2014 school year is to increase student proficiency in writing by 7 percentage points to 42%. Students have limited opportunity to write academic English outside the classroom.

G1.B8.S1 Provide students opportunities to write academic English.

Action Step 1

Utilize reading response journal/logs to provide opportunities for students to record their thoughts and questions about anything they are reading, including content area or research material. Reading response logs are important components of reading discussion groups in which students share their written responses to initiate and continue discussion about specific text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Teachers will use rubrics and quarterly to assess the listening and speaking objectives presented. Summative Assessment – Results of the 2014 CELLA

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Teachers will use rubrics and quarterly to assess the listening and speaking objectives presented. Summative Assessment – Results of the 2014 CELLA

G2. On the 2013 administration of the Writing FCAT, 80% of students achieved Level 3.5 or higher. Our goal for the 2013 - 2014 school year is to increase the percentage of student proficiency at 82%.

G2.B1 In 4th grade, the area of deficiency as noted on the 2013 administration of the FCAT 2.0 Writing Test was organization and support.

G2.B1.S1 Provide students with opportunities to organize and support writing.

Action Step 1

use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time; Provide revision and editing process with specificity taught and seen in student writing drafts; Provide students with the opportunity to write a variety of expressive forms (e.g. chapter books, short stories, poetry, skits, song lyrics) by: collecting, reading, and noticing the author's craft such as form, patterns, rhythm, and crafting techniques,

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student writing samples, anchor papers, mentor text as models of exemplary writing

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – writing samples and rubrics Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – writing samples and rubrics Summative Assessments – Results for the 2014 FCAT 2.0

G2.B2 Based on the absence of Middle School Writing assessment due to our newly expanding K-8 Center and the addition of our 8th grade, students will need to adapt to newly learned skills to show evidence of achievement.

G2.B2.S1 Provide opportunities for students to adapt to newly learned skills to show evidence of achievement.

Action Step 1

Institute regular, on-going common planning sessions to ensure that the Writing curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. They will also utilize District-published lesson plans and pacing guides with assessments aligned to the 2014 FCAT 2.0 to maximize opportunities for students to master tested content.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student writing samples, anchor papers, mentor text as models of exemplary writing

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – writing samples and rubrics Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – writing samples and rubrics Summative Assessments – Results for the 2014 FCAT 2.0

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 69% of students achieved proficiency. Our goal for the 2013 - 2014 school year is to increase proficiency by 12 percentage points to 81%.

G3.B1 The results of the 2013 FCAT 2.0 Mathematics Test indicates that 68% of students in the Hispanic subgroup and 59% of students in the ELL subgroup achieved proficiency. Our goal for the 2014 school year is to increase student proficiency in the Hispanic subgroup to 79%, and in the ELL subgroup to 72%. The area of deficiency for the Hispanic subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category: Number – Fractions The ELL students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

G3.B1.S1 Provide opportunities for students to use fractions in multiples ways and use mathematics vocabulary in real world situations.

Action Step 1

identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies, identify an equivalent fraction, excluding fractions greater than one, using a model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work samples

Action Step 2

Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations, daily use of journals to answer questions about math operations including "how" and "why" will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills will decrease.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work samples

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – FCAT Explorer, Riverdeep, SuccessMaker, Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – FCAT Explorer, Riverdeep, SuccessMaker, Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Test indicates that 27% of students achieved Level 3 proficiency. Our goal for the 2013 - 2014 school year is to increase Level 3 student proficiency by 10 percentage points to 37% The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category Numbers – Fractions and Reporting Category – Geometry and Measurement

G3.B2.S1 Provide students with the opportunities to work with fractions in multiple ways and measure and analyze geometric objects.

Action Step 1

Identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies, identify an equivalent fraction, excluding fractions greater than one, using a model

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work samples

Action Step 2

Compose, decompose, and transform polygons to create and identify other polygons, calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced, measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch, determine the amount of time elapsed to the nearest hour or half hour.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

student work samples

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – FCAT Explorer, Riverdeep, SuccessMaker, Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – FCAT Explorer, Riverdeep, SuccessMaker, Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

G3.B3 The results of the 2013 FCAT 2.0 Mathematics Test indicates that 40% of students achieved at or above Level 4 proficiency. Our goal for the 2013 - 2014 school year is to increase Level 4 and above student proficiency by 4 percentage points to 44% The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category Numbers – Fractions and Reporting Category – Geometry and Measurement

G3.B3.S1 Provide students with the opportunities to work with fractions in multiple ways and measure and analyze geometric objects.

Action Step 1

Identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies, identify an equivalent fraction, excluding fractions greater than one, using a model

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

student work folders

Action Step 2

Compose, decompose, and transform polygons to create and identify other polygons, calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced, measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch, determine the amount of time elapsed to the nearest hour or half hour.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

student work folders

Action Step 3

Develop students' ability to make sense of real world problems by constructing and analyzing graphs and making appropriate generalizations from reasonable population samples, infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of statistics and probability.

Person or Persons Responsible

7th grade teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work folders

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – FCAT Explorer, Riverdeep, SuccessMaker, Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – FCAT Explorer, Riverdeep, SuccessMaker, Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

G3.B4 The results of the 2013 FCAT 2.0 Mathematics Test indicates that 69% of students made learning gains. Our goal for the 2013 - 2014 school year is to increase students achieving learning gains by 3 percentage points to 72%. The area of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category Numbers – Fractions and Reporting Category – Geometry and Measurement According to the results of the 2013 FCAT 2.0, students in Grade 7 experienced difficulty in Reporting Category – Statistics and Probability

G3.B4.S1 Provide students with the opportunities to work with fractions in multiple ways and measure and analyze geometric objects.

Action Step 1

Identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies, identify an equivalent fraction, excluding fractions greater than one, using a model

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

student work folders

Action Step 2

Compose, decompose, and transform polygons to create and identify other polygons, calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced, measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch, determine the amount of time elapsed to the nearest hour or half hour.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work folders

Action Step 3

Develop students' ability to make sense of real world problems by constructing and analyzing graphs and making appropriate generalizations from reasonable population samples, infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of statistics and probability.

Person or Persons Responsible

Seventh grade teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work folders

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – FCAT Explorer, Riverdeep, SuccessMaker, Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – FCAT Explorer, Riverdeep, SuccessMaker, Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

G3.B5 The results of the 2013 FCAT 2.0 Mathematics Test indicates that 67% of students in the lowest 25% made learning gains. Our goal for the 2013 - 2014 school year is to increase students in the lowest 25% achieving learning gains by 3 percentage points to 70%. The area of deficiency for students scoring in the lowest 25% making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category Numbers – Fractions and Reporting Category – Geometry and Measurement

G3.B5.S1 Provide students with the opportunities to work with fractions in multiple ways and measure and analyze geometric objects.

Action Step 1

Identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models or strategies, identify an equivalent fraction, excluding fractions greater than one, using a model

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work samples

Action Step 2

Compose, decompose, and transform polygons to create and identify other polygons, calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced, measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch, determine the amount of time elapsed to the nearest hour or half hour.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work samples

Action Step 3

Develop students' ability to make sense of real world problems by constructing and analyzing graphs and making appropriate generalizations from reasonable population samples, infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of statistics and probability.

Person or Persons Responsible

Seventh grade teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work samples

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – FCAT Explorer, Riverdeep, SuccessMaker, Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – FCAT Explorer, Riverdeep, SuccessMaker, Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

G4. The results of the 2013 Algebra 1 EOC Test indicates that 21% of students achieved Level 3 proficiency and 79% of students achieved Level 4-5. Our goal for the 2013 - 2014 school year is to maintain Level 3 and Level 4-5 student proficiency.

G4.B1 To maintain Level 3 and Level 4-5 student proficiency in Alegebra 1 EOC Test.

G4.B1.S1 Provide students opportunities to work with Algebra 1 material.

Action Step 1

institute regular, on-going common planning sessions to ensure that the Algebra I curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. They will also utilize District-published lesson plans with assessments aligned to the Algebra I End-of-Course 2014 Assessment to maximize opportunities for students to master tested content.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work folders

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the Algebra I End-of-Course 2014 Assessment

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the Algebra I End-of-Course 2014 Assessment

G5. Based on the absence of Geometry End-of-Course assessment, students will need to adapt to newly learned skills to show evidence of achievement.

G5.B1 Based on the absence of Geometry End-of-Course assessment, students will need to adapt to newly learned skills to show evidence of achievement.

G5.B1.S1 Provide students opportunities to work with Geometry material.

Action Step 1

institute regular, on-going common planning sessions to ensure that the Algebra I curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. They will also utilize District-published lesson plans with assessments aligned to the Geometry End-of-Course 2014 Assessment to maximize opportunities for students to master tested content.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work folders

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the Geometry End-of-Course 2014 Assessment

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the Geometry End-of-Course 2014 Assessment

G6. On the 2013 administration of the FCAT 2.0 Science assessment 66% of students achieved proficiency. Our goal for the 2013 - 2014 school year is to increase student proficiency by 3 percentage points to 69%.

G6.B1 The results of the 2013 FCAT 2.0 Science Test indicates that 25% of students achieved Level 3 proficiency. Our goal for the 2013 - 2014 school year is to increase Level 3 student proficiency by 2 percentage points to 27%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category – Physical Science

G6.B1.S1 Provide opportunities for students to increase scientific thinking.

Action Step 1

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

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM model,monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

G6.B2 The results of the 2013 FCAT 2.0 Science Test indicates that 41% of students achieved at or above Level 4 proficiency. Our goal for the 2013 - 2014 school year is to increase students at or above Level 4 proficiency by 1 percentage point to 42%. The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category – Physical Science

G6.B2.S1 Provide opportunities for students to engage in enrichment activities.

Action Step 1

Enrichment activities will be provided to: Encourage student to participate in science fair activities, SECME, Oddyssey of the minds, and other types of science competitions. Utilize Gizmo to enhance learning. Provide instruction in Earth and Space science utilizing technology through a process that engages, explores, explains, extends and evaluates using an established rubric.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G6.B2.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

G7. Based on the absence of Middle School Science assessment due to our newly expanding K-8 Center and the addition of our 8th grade, students will need to adapt to newly learned skills to show evidence of achievement.

G7.B1 Due to our newly expanding K-8 Center and the addition of our 8th grade, students will need to adapt to newly learned skills to show evidence of achievement.

G7.B1.S1 Students will need to adapt to newly learned skills to show evidence of achievement.

Action Step 1

Institute regular, on-going common planning sessions to ensure that the Science curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. They will also utilize District-published lesson plans with assessments aligned to the 2014 FCAT 2.0 to maximize opportunities for students to master tested content.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work folders

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

G8. Increase student involvement in STEM related experiences.

G8.B1 Students need to adapt to a changing learning environment that challenges students to a more rigorous curriculum.

G8.B1.S1 Enrichment activities will be provided to students with multiple opportunities to reach success and through real world experiences.

Action Step 1

Enrichment activities will be provided students with multiple opportunities to reach success and through real world experiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the 2014 FCAT 2.0

G9. Increase student enrollment in middle school CTE courses through articulation with High School within feeder pattern.

G9.B1 Enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification.

G9.B1.S1 Increase student enrollment of CTE program or acquiring skills necessary for certification.

Action Step 1

CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

enrollment

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Reports for articulation meeting between feeder middle and high schools.

Plan to Monitor Effectiveness of G9.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Reports for articulation meeting between feeder middle and high schools.

G10. After analyzing the Civics End-of-Course Assessment students will be given the opportunity to master Common Core State Standards for Literacy, Writing, and Speaking, through Civics content.

G10.B1 The area of deficiency is for students to analyze their performance data from interim assessments in order to maximize understanding of content strengths and areas in need of performance.

G10.B1.S1 Provide students the opportunity to analyze their performance data in order to improve performance.

Action Step 1

Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery, provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through Civics content, provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of content strengths and areas in need of performance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work folders

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the Civics End-of-Course 2014 Assessment

Plan to Monitor Effectiveness of G10.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments – Biweekly assessments and District Interim Data reports Summative Assessments – Results for the Civics End-of-Course 2014 Assessment

G11. Our school recognizes that student academic development is correlated to student attendance, behavior, and retention. Our school will increase student attendance and decrease student behavior and retention.

G11.B1 The number of students who missed 10% or more of the available instructional time during the 2012-2013 school year was 4%. Our goal for the 2013-2014 school year is to decrease by 1 percentage point to 3%.

G11.B1.S1 Monitor student attendance rates and provide incentives for improved attendance.

Action Step 1

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. A reward system will be established to recognize students for perfect attendance and outstanding citizenship through "Do the Right Thing" project. In collaboration with the City of Doral, students with 100% attendance will be entered into a monthly drawing for various rewards.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Will be monitored through Attendance rosters; MDCPS Truancy Intervention Log, Connect-ED, Spot Success reports

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Will be monitored through Attendance rosters; MDCPS Truancy Intervention Log, Connect-ED, Spot Success reports

Plan to Monitor Effectiveness of G11.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Will be monitored through Attendance rosters; MDCPS Truancy Intervention Log, Connect-ED, Spot Success reports

G11.B2 The number of students who were retained, were not proficient, and/or failed a course during the 2012-2013 school year was 10%. Our goal for the 2013-2014 school year is to decrease by 1 percentage point to 9%.

G11.B2.S1 Monitor students who are retained and provide opportunities for students to receive interventions and tutoring.

Action Step 1

Provide students with opportunities to receive interventions within the classroom and through a pull-out program during their specials. Provide opportunities for tutoring to address in the learning gaps.

Person or Persons Responsible

RtI

Target Dates or Schedule

ongoing

Evidence of Completion

Student work

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G11.B2.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work

G11.B3 The number of students who received behavior referrals and/or lead to suspension during the 2012-2013 school year was 5%. Our goal for the 2013-2014 school year is to decrease by 1 percentage point to 4%.

G11.B3.S1 Monitor students and allow opportunities to be rewarded for "Doing the Right Thing"

Action Step 1

The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement of the process. Recognize students for positive behaviors through SPOT Success and "Do the Right Thing" program. Continue to implement a school-wide detention program that will serve as alternatives to suspension in cases where appropriate.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Spot Success reports and Cognos reports for Suspension Rates

Action Step 2

The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement of the process. Recognize students for positive behaviors through SPOT Success and "Do the Right Thing" program. Continue to implement a school-wide detention program that will serve as alternatives to suspension in cases where appropriate.

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Spot Success reports and Cognos reports for Suspension Rates

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

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Spot Success reports and Cognos reports for Suspension Rates

Plan to Monitor Effectiveness of G11.B3.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Spot Success reports and Cognos reports for Suspension Rates

G12. After reviewing data, we would like to increase parent involvement in school-wide activities.

G12.B1 Parents have limited understanding of student data (Baseline, Mid-Year, FAIR, FCAT) and how it affects teaching and learning.

G12.B1.S1 Provide parents the opportunity to understand student data and how it affects teaching and learning.

Action Step 1

Conduct a needs assessment during Open House to determine the intervention skills and resources that parents request; offer parental workshops in the core academic areas; improve Parent Resource Center

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Monitor through parent volunteer registrations, parent attendance sign in sheets and survey results, parent check-out logs

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

Following the FCIM model: Administrators will collect needs assessments, participation data and workshop surveys, review parent check-out logs from monthly events held at the school site

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monitor through parent volunteer registrations, parent attendance sign in sheets and survey results, parent check-out logs

Plan to Monitor Effectiveness of G12.B1.S1

Following the FCIM model: Administrators will collect needs assessments, participation data and workshop surveys, review parent check-out logs from monthly events held at the school site

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Monitor through parent volunteer registrations, parent attendance sign in sheets and survey results, parent check-out logs

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

Violence Prevention Programs:
Violence prevention programs are implemented throughout the grade-levels. Students are taught Character Education each month to focus on positive behaviors and are rewarded for exhibiting positive behaviors through the "Do the Right Thing" program. The counselors oversee the program and accept nominations every month from teachers that witness students choosing positive behavior. At the end of each month, students are awarded the opportunity to present their positive behaviors as an example for the students in the morning announcements through closed circuit television. All students also participate in Drug Free programs and are an active part of Red Ribbon Week "Say No to Drugs". There is a week worth of activities to bring awareness to students that include, designing shirts with drug-free slogans and symbols, drug-free pledge signed by students and parents, as well as themed dress up days such as: "Give Drugs the Boot" by wearing cowboy/cowgirl gear, "Catch the Wave to a Drug Free Life" by wearing Hawaiian attire, to spread awareness. The fifth graders are educated about violence prevention through the Miami-Dade County Police Department's DARE program. Throughout the year, officers that are assigned to the fifth grade program address many different issues with the students through workshops. The school is also actively responsible for provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers. Teachers are educated on anti-bullying lessons and share information with students. All students are also educated on anti-bullying behaviors with the counseling program. Middle school students are educated through the McGruff National Crime Prevention Council. Representatives visit the school to present in an assembly about bullying prevention.
Nutrition Programs:
The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education as well. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. Students are encouraged to eat well and parents are given many opportunities to join their children for a healthy breakfast.
Career and Technical Education:
By promoting Career Pathways and Programs of Study students will complete academy programs and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Our school, which is a newly converted K-8 Center, provides students with these classes and is working towards allowing students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. This will help students gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicates that 73% of students achieved proficiency. Our goal for the 2013 - 2014 school year is to increase proficiency by 6 percentage points to 79%.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicates that 56% of students in the Black subgroup, 72% of students in the Hispanic subgroup, 57% of students in the ELL subgroup, and 65% of students in the ED subgroup achieved proficiency. Our goal for the 2014 school year is to increase student proficiency in the Black subgroup to 61%, in the Hispanic subgroup to 78%, in the ELL subgroup to 66%, and in the ED subgroup to 70%. The area of deficiency for the subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis due to lack of exposure to literary elements. The area of deficiency for the ESOL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure of words and word relationships.

G1.B1.S1 Provide students opportunities to work with literary elements and expose them to words and word relationships.

PD Opportunity 1

Derive word meanings and word relationships from context, as well as provide additional instruction on word meanings, practice using context clues to distinguish the correct meaning of words that have multiple meanings, provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases

Facilitator

Ms. Molina Administrators

Participants

K-8 Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders, word walls

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicates that 26% of students achieved Level 3 proficiency. Our goal for the 2013 - 2014 school year is to increase Level 3 student proficiency by 6 percentage points to 32%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis due to lack of exposure to literary elements. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure of words and word relationships.

G1.B2.S1 Provide students opportunities to work with literary elements and expose them to words and word relationships.

PD Opportunity 1

Derive word meanings and word relationships from context, as well as provide additional instruction on word meanings, practice using context clues to distinguish the correct meaning of words that have multiple meanings, provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases

Facilitator

Ms. Molina and administrators

Participants

K-8 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, Word Walls, Semantic Maps

G1.B3 The results of the 2013 FCAT 2.0 Reading Test indicates that 45% of students achieved at or above Level 4 proficiency. Our goal for the 2013 - 2014 school year is to increase Level 4 and above student proficiency by 2 percentage points to 47%. The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis due to lack of exposure to literary elements. The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure of words and word relationships. Enrichment activities will be used to:

G1.B3.S1 Provide students enrichment opportunities to work with literary elements and expose them to words and word relationships.

PD Opportunity 1

Derive word meanings and word relationships from context, as well as provide additional instruction on word meanings, practice using context clues to distinguish the correct meaning of words that have multiple meaning, provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases.

Facilitator

Ms. Molina and administrators

Participants

K-8 Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, Word Walls, Semantic Maps

G1.B4 The results of the 2013 FCAT 2.0 Reading Test indicates that 77% of students made learning gains. Our goal for the 2013 - 2014 school year is to increase students achieving learning gains by 2 percentage points to 79%. The area of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis due to lack of exposure to literary elements. The area of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure of words and word relationships.

G1.B4.S1 Provide students opportunities to work with literary elements and expose them to words and word relationships.

PD Opportunity 1

Derive word meanings and word relationships from context, as well as provide additional instruction on word meanings, practice using context clues to distinguish the correct meaning of words that have multiple meaning, provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases

Facilitator

Ms. Molina and administrators

Participants

K-8 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, Word Walls, Semantic Maps

G1.B5 The results of the 2013 FCAT 2.0 Reading Test indicates that 80% of students in the lowest 25% made learning gains. Our goal for the 2013 - 2014 school year is to increase students in the lowest 25% achieving learning gains by 2 percentage points to 82%. The area of deficiency for students in the lowest 25% making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis due to lack of exposure to literary elements. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure of words and word relationships.

G1.B5.S1 Provide students opportunities to work with literary elements and expose them to words and word relationships.

PD Opportunity 1

Derive word meanings and word relationships from context, as well as provide additional instruction on word meanings, practice using context clues to distinguish the correct meaning of words that have multiple meaning, provide opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases.

Facilitator

Ms. Molina and administrators

Participants

K-8 Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders, Word Walls, Semantic Maps

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading Test indicates that 73% of students achieved proficiency. Our goal for the 2013 - 2014 school year is to increase proficiency by 6 percentage points to 79%.	$6,243
	Total	$6,243

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Materials	Evidence-Based Program	Total
EESAC	$3,031	$960	$2,252	$6,243
Total	$3,031	$960	$2,252	$6,243

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicates that 73% of students achieved proficiency. Our goal for the 2013 - 2014 school year is to increase proficiency by 6 percentage points to 79%.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicates that 56% of students in the Black subgroup, 72% of students in the Hispanic subgroup, 57% of students in the ELL subgroup, and 65% of students in the ED subgroup achieved proficiency. Our goal for the 2014 school year is to increase student proficiency in the Black subgroup to 61%, in the Hispanic subgroup to 78%, in the ELL subgroup to 66%, and in the ED subgroup to 70%. The area of deficiency for the subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis due to lack of exposure to literary elements. The area of deficiency for the ESOL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure of words and word relationships.

G1.B1.S1 Provide students opportunities to work with literary elements and expose them to words and word relationships.

Action Step 1

Identify and interpret elements of story structure within and across texts, help students understand character development character point of view, use poetry to practice identifying descriptive language that defines moods and provides imagery.

Resource Type

Technology

Resource

Need printers for all grade-levels in order to provide students with necessary materials to develop in the areas of need.

Funding Source

EESAC

Amount Needed

$3,031

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicates that 26% of students achieved Level 3 proficiency. Our goal for the 2013 - 2014 school year is to increase Level 3 student proficiency by 6 percentage points to 32%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis due to lack of exposure to literary elements. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure of words and word relationships.

G1.B2.S1 Provide students opportunities to work with literary elements and expose them to words and word relationships.

Action Step 2

Implement Scholastic Scope & Scholastic Action to expose students to literary elements in fiction and non-fiction stories.

Resource Type

Evidence-Based Materials

Resource

Scholastic Scope & Scholastic Action articles to expose students to literary elements in fiction and non-fiction stories through current events.

Funding Source

EESAC

Amount Needed

$960

Action Step 4

Picture books for the Accelerated Reader program will be updated. Lost/aged books will be replaced for students to check-out and complete AR tests that are already purchased and part of our system.

Resource Type

Evidence-Based Program

Resource

Picture books need to be updated for the Accelerated Reader program.

Funding Source

EESAC

Amount Needed

$2,252