



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Lakes K 8 Center

14250 NW 67TH AVE

Hialeah, FL 33014

305-822-7757

<http://mles.dadeschools.net/>

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
49%

Alternative/ESE Center
No

Charter School
No

Minority Rate
93%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

2009-10
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

Miami Lakes K 8 Center

Principal

Rosa L. Calvo

School Advisory Council chair

Maria Santelices

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

Name	Title
Rosy Calvo	Principal
Carlos Salcedo	Assistant Principal
Lissett Robayna	Assistant Principal
Veronika Sasturrias	Assistant Principal
Susan Hall	Reading Coach
Saimara Costero	Math Department Chairperson
Ada Romeu	Middle Grades Chairperson
Yvette Gonzalez	Kindergarten Chairperson
Suzanne Choo pani	First Grade Chairperson
Marisol Gutierrez	Second Grade Chairperson
Kristina Cala	Third Grade Chairperson
Gladys Pineda	Fourth Grade Chairperson
Isel Valdes	Fifth Grade Chairperson
Oscar Badillo	Science Chairperson
Ana Placeres	Social Studies Chairperson
Gina Bryson-Prieto	Language Arts Chairperson
Sarah Cino	Special Areas Chairperson
Maria Santelices	EESAC Chairperson
Elizabeth Riol	Bilingual Education

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The Educational Excellence School Advisory Council (EESAC) is comprised of a variety of stakeholders to include 1 Principal, 1 Alternate Principal, 1 UTD Steward, 5 Teachers, 1 Alternate Teacher, 1 Educational Support Employee, 1 Alternate Educational Support Employee, 5 Parents, 1 Alternate Parent, 1 Student, 1 Alternate Student, and 3 Business/Community Representatives. The demographic makeup of the EESAC membership is 95% Hispanic, 5% White (Non-Hispanic), with 82% Female, and 8% Male. Eight voting members are employed in the District, while 9 are not employed in the District. The EESAC Council membership also includes 1 ESE and 1 ELL representative.

Involvement of the SAC in the development of the SIP

The EESAC and stakeholders reviewed and provided feedback on the vision and mission of the school. The EESAC reviewed the Executive Summary, the school performance data and the End of Year Report, completed by each department/grade level, and made recommendations based on the proposed goals, objectives and strategies. The Council will also review the draft of the 2013-2014 SIP and make final revisions. The Council assists in the development of the School Improvement Plan and determines how the allocations of the EESAC's budget will be used to support its implementation.

Activities of the SAC for the upcoming school year

The EESAC and stakeholders will meet monthly in order to support the school's performance goals and monitor the successful implementation of the School Improvement Plan. Additionally, the EESAC will provide specific, but not limited to, support as follows:

Budget:

EESAC members will review their annual budget and recommend application of funds toward student/school improvement.

Training:

EESAC members will attend District Professional Development to stay abreast of current EESAC requirements.

Instructional Materials:

The EESAC will review technology programs and equipment and offer suggestions to enhance instruction.

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

The projected EESAC allocation of \$6,924.00 will fund technology programs to support the SIP goals and help improve academic performance.

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Rosa L. Calvo

Principal

Years as Administrator: 22

Years at Current School: 13

Credentials

BS- Elementary Education
 University of Miami
 Master of Educational Leadership
 Florida International University
 Certification - State of Florida:
 School Principal (All Levels)
 Elementary Education (Grades 1-6)
 Mathematics (Grades 5-9)
 Early Childhood (Nursery - Kindergarten)

Performance Record

2013:
 Grade: A
 Reading Proficiency, 68%
 Math Proficiency, 63%
 Reading Learning Gains, 72 points
 Math Learning Gains, 70 points
 Reading Improvement of Lowest 25%, 69 points
 Math Improvement of Lowest 25%, 62 points
 Reading AMO - No
 Math AMO - No
 2012:
 Grade: A
 Reading Proficiency, 70%
 Math Proficiency, 66%
 Reading Learning Gains, 75 points
 Math Learning Gains, 68 points
 Reading Improvement of Lowest 25%, 77 points
 Math Improvement of Lowest 25%, 62 points
 Reading AMO - Yes
 Math AMO - Yes
 2011:
 Grade: A
 Reading Mastery: 78%
 Math mastery: 79%
 Writing Mastery 76%
 Science Mastery: 58%
 AYP: all groups, except economically
 disadvantaged, Hispanics, English Language
 Learners
 2010:
 Grade: A
 Reading Mastery: 80%
 Math mastery: 77%
 Writing Mastery 85%
 Science Mastery: 62%
 AYP: all groups, except economically
 disadvantaged and Hispanics
 2009:

Grade: A

Reading Mastery: 81%

Math mastery: 79%

Writing Mastery: 94%

Science Mastery: 57%

AYP: all groups, except economically disadvantaged

2008:

Grade: A

Reading Mastery: 84%

Math mastery: 79%

Writing Mastery: 85%

Science Mastery: 56%

AYP: all groups

Carlos Salcedo

Asst Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

BA- Music Education
 Florida International University
 Master of Science in Educational Leadership,
 Florida International University
 Certification - State of Florida:
 Educational Leadership (All Levels)
 Elementary Education (Grades K-6)
 Music (Grades K-12)

Performance Record

2013:
 Grade: A
 Reading Proficiency, 68%
 Math Proficiency, 63%
 Reading Learning Gains, 72 points
 Math Learning Gains, 70 points
 Reading Improvement of Lowest 25%, 69 points
 Math Improvement of Lowest 25%, 62 points
 Reading AMO - No
 Math AMO - No
 2012:
 Grade: A
 Reading Proficiency, 70%
 Math Proficiency, 66%
 Reading Learning Gains, 75 points
 Math Learning Gains, 68 points
 Reading Improvement of Lowest 25%, 77 points
 Math Improvement of Lowest 25%, 62 points
 Reading AMO - Yes
 Math AMO - Yes
 2011:
 Grade: A
 Reading Mastery: 78%
 Math mastery: 79%
 Writing Mastery 76%
 Science Mastery: 58%
 AYP: all groups, except economically
 disadvantaged, Hispanics, English Language
 Learners
 2010:
 Grade: A
 Reading Mastery: 80%
 Math mastery: 77%
 Writing Mastery 85%
 Science Mastery: 62%
 AYP: all groups, except economically
 disadvantaged and Hispanics
 2009:
 Grade: A

Reading Mastery: 81%
Math mastery: 79%
Writing Mastery: 94%
Science Mastery: 57%
AYP: all groups, except economically
disadvantaged
2008:
Grade: A
Reading Mastery: 84%
Math mastery: 79%
Writing Mastery: 85%
Science Mastery: 56%
AYP: all groups

Lissett Robayna

Asst Principal

Years as Administrator: 14

Years at Current School: 4

Credentials

BS-Elementary Education
 Nova Southeastern University
 MS-Computer Science Education
 Nova Southeastern University
 Certification - State of Florida:
 Educational Leadership (All Levels)
 Elementary Education (Grades 1-6)
 Primary Education (Grades K-3)

Performance Record

2013:
 Grade: A
 Reading Proficiency, 68%
 Math Proficiency, 63%
 Reading Learning Gains, 72 points
 Math Learning Gains, 70 points
 Reading Improvement of Lowest 25%, 69 points
 Math Improvement of Lowest 25%, 62 points
 Reading AMO - No
 Math AMO - No
 2012:
 Grade: A
 Reading Proficiency, 70%
 Math Proficiency, 66%
 Reading Learning Gains, 75 points
 Math Learning Gains, 68 points
 Reading Improvement of Lowest 25%, 77 points
 Math Improvement of Lowest 25%, 62 points
 Reading AMO - Yes
 Math AMO - Yes
 2011:
 Grade: A
 Reading Mastery: 78%
 Math mastery: 79%
 Writing Mastery 76%
 Science Mastery: 58%
 AYP:all groups, except economically
 disadvantaged, Hispanics, English Language
 Learners
 2010:
 Grade: A
 Reading Mastery: 80%
 Math mastery: 77%
 Writing Mastery 85%
 Science Mastery: 62%
 AYP: all groups, except economically
 disadvantaged and Hispanics
 2009:
 Grade: A

Reading Mastery: 76%
Math mastery: 79%
Science Mastery: 49%
AYP: all groups, except Students with
Disabilities
2008:
Grade: A
Reading Mastery: 73%
Math mastery: 76%
Science Mastery: 58%
AYP: all groups, except Students with
Disabilities

Veronika Sasturrias

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

BS - Exceptional Student Education
 Miami Dade College
 MS - Educational Leadership
 American College of Education
 Certification - State of Florida:
 Educational Leadership (All Levels)
 Elementary Education (Grades K-6)
 Exceptional Student Education (Grades K-12)
 Reading Endorsement (K-12)
 English for Speakers of Other Languages (ESOL) Endorsement (K-12)

Performance Record

2013:
 Grade: C
 Reading Proficiency, 56%
 Math Proficiency, 56%
 Reading Learning Gains, 67 points
 Math Learning Gains, 58 points
 Reading Improvement of Lowest 25%, 65 points
 Math Improvement of Lowest 25%, 47 points
 2012:
 Grade: B
 Reading Proficiency, 51%
 Math Proficiency, 53%
 Reading Learning Gains, 76 points
 Math Learning Gains, 58 points
 Reading Improvement of Lowest 25%, 86 points
 Math Improvement of Lowest 25%, 58 points
 2011:
 Grade: A
 Reading Mastery: 73%
 Math mastery: 79%
 2010:
 Grade: A
 Reading Mastery: 71%
 Math mastery: 70%
 2009:
 Grade: A
 Reading Mastery: 72%
 Math mastery: 75%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Susan Hall

Part-time / School-based

Years as Coach: 4

Years at Current School: 27

Areas

Reading/Literacy

Credentials

Certification - State of Florida:

Elementary Education (Grades 1-6)

Reading (Grades K-12)

Gifted Endorsement

English for Speakers of Other Languages (ESOL) Endorsement

Performance Record

2013:

Grade: A

Reading Proficiency, 68%

Math Proficiency, 63%

Reading Learning Gains, 72 points

Math Learning Gains, 70 points

Reading Improvement of Lowest 25%, 69 points

Math Improvement of Lowest 25%, 62 points

Reading AMO - No

Math AMO - No

2012:

Grade: A

Reading Proficiency, 70%

Math Proficiency, 66%

Reading Learning Gains, 75 points

Math Learning Gains, 68 points

Reading Improvement of Lowest 25%, 77 points

Math Improvement of Lowest 25%, 62 points

Reading AMO - Yes

Math AMO - Yes

2011:

Grade: A

Reading Mastery: 78%

Math mastery: 79%

Writing Mastery 76%

Science Mastery: 58%

AYP: all groups, except economically disadvantaged, Hispanics, English Language Learners

2010:

Grade: A

Reading Mastery: 80%

Math mastery: 77%

Writing Mastery 85%

Science Mastery: 62%

AYP: all groups, except economically disadvantaged and Hispanics

2009:

Grade: A

Reading Mastery: 81%

Math mastery: 79%

Writing Mastery: 94%
 Science Mastery: 57%
 AYP: all groups, except economically disadvantaged
 2008:
 Grade: A
 Reading Mastery: 84%
 Math mastery: 79%
 Writing Mastery: 85%
 Science Mastery: 56%
 AYP: all groups

Classroom Teachers

of classroom teachers

90

receiving effective rating or higher

89, 99%

Highly Qualified Teachers

68%

certified in-field

89, 99%

ESOL endorsed

57, 63%

reading endorsed

8, 9%

with advanced degrees

30, 33%

National Board Certified

5, 6%

first-year teachers

1, 1%

with 1-5 years of experience

5, 6%

with 6-14 years of experience

50, 56%

with 15 or more years of experience

34, 38%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

7, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Place pre-service teachers from local colleges and universities to work with highly effective teachers (Assistant Principal)
2. Review resumes and credentials prior to the interview process. (Principal)
3. Inform teachers of course offerings leading to certification and promote professional development opportunities. (Principal)
4. Partner novice teachers with effective veteran teachers. (Principal)
5. Share best practices and foster a collaborative environment. (Leadership Team)

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

Miami Lakes K-8 Center currently has two MINT certified teachers who serve as mentors for beginning teachers, in addition to five National Board Certified teachers who also assist teachers who may need mentoring. We also have co-teachers in several classrooms who work as an instructional team to maximize their strengths. Common planning time and grade-level or departmental meetings also provide support to teachers that require additional mentoring opportunities. Instructional coaches and other subject area experts provide in-house workshops and support as 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/RtI Leadership Team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of improving student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating RtI into the culture of our school.

1. The MTSS/RtI Leadership Team is vital, therefore we have considered the following, in building our team:

- Administrator will ensure commitment and allocate resources (Rosy Calvo, Principal; Veronika

Sasturrias, Assistant Principal, Lissett Robayna, Assistant Principal; Carlos A. Salcedo, Assistant Principal.)

- Coach and teachers will hold regularly scheduled meetings, sharing the common goal of improving instruction for all students (Susan Hall, Reading Coach).

2. The MTSS/Rtl Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- Special education personnel, SPED Chairperson
- School guidance counselor and Trust Counselor
- School psychologist
- Members of the Leadership Team and ESSAC Chairperson

3. The MTSS/Rtl Leadership Team will use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. The team will 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.

5. The team will 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 I:

The core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

Tier II:

The second level of support consists of supplemental instruction and interventions that are 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 III:

The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

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. 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.

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

Administrator will ensure commitment, allocate resources, and monitor implementation of intervention and documentation. (Rosy Calvo, Principal; Veronika Sasturrias, Assistant Principal, Lissett Robayna, Assistant principal; Carlos A. Salcedo, Assistant Principal)

- Coaches will share the common goal of improving instruction for all students and lead in the design and delivery of professional development to support performance improvement (Susan Hall, Reading Coach).

- Grade and Department chairs will monitor and ensure fidelity of implementation of instructional strategies and support assessment monitoring.

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

The Leadership Team will:

1. Monitor academic and behavioral goals through data gathering and analysis to ensure progress is made toward addressing student needs.
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Monitor the fidelity of the delivery of instruction and intervention.
4. Hold regular team meetings.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a data-driven process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups to meet AMO targets.

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

1.Data Sources:

- Edusoft will be utilized to monitor reading, math, science, civics, and writing interim assessments.
- PMRN will be utilized to monitor FAIR and FLKRS.
- Student Performance Indicators will be utilized to access CELLA, FCAT 2.0 and SAT scores for reading, science, writing and mathematics.

2.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
- decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

3. Managed data will include:

Academic

- FAIR assessment
- Oral Reading Fluency measures
- Voyager/Wonderworks Checkpoints and Assessments
- Odyssey/Compass Learning Performance Reports
- Focus Florida-Achieves Benchmark Assessments
- District Baseline and Interim assessments
- SuccessMaker Utilization and Progress Reports
- State/Local Math and Science assessments
- FCAT 2.0

•Student grades

•School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per month
- School climate surveys

- Attendance
- Referrals to special education programs

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

MTSS Support Plan:

- Training for all administrators and teachers in the MTSS/Rtl problem solving and data analysis process.
- Providing support for school staff to understand basic MTSS/Rtl principles and procedures
- Providing a network of ongoing support for MTSS/Rtl organized through feeder patterns.

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: 4,800

Miami Lakes K-8 Center will provide before and after school tutoring, to students performing in the Lowest Quartile, in the areas of Reading, ESOL, and Mathematics. Instruction will target the specific benchmarks identified as areas for most improvement, based on the 2013 FCAT 2.0 and CELLA results.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student data from the District Interim Assessments will be collected and analyzed to determine the effectiveness of this strategy.

Who is responsible for monitoring implementation of this strategy?

Department Chairpersons will monitor implementation of instructional strategies and attendance by targeted students. Assistant Principal will monitor student performance data to determine progress and effectiveness.

Strategy: Before or After School Program

Minutes added to school year: 2,880

Increase student participation in SECME and Chess Club

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Attendance rosters are collected. Competition results will be monitored to determine effectiveness of these enrichment activities.

Who is responsible for monitoring implementation of this strategy?

Club sponsors

Strategy: Before or After School Program

Minutes added to school year: 7,360

Increase student participation in the International Foreign Language Program.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Attendance Rosters will be collected. Classroom assessment data will be used to monitor effectiveness of foreign language program.

Who is responsible for monitoring implementation of this strategy?

Bilingual Department Chairperson

Literacy Leadership Team (LLT)

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

Name	Title
Rosy Calvo	Principal
Lissett Robayna	Assistant Principal
Carlos Salcedo	Assistant Principal
Veronika Sasturrias	Assistant Principal
Susan Hall	Reading Coach
Gina Bryson-Prieto	Language Arts Department Chair
Ibis Mendoza	Media Specialist

How the school-based LLT functions

The Principal selected personnel for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The Reading Coach is a member of the Literacy Leadership Team. The team will meet on a monthly basis throughout the school year. The school-based literacy team may choose to meet more often. Additionally, the Principal may expand the LLT by encouraging personnel from various sources such as Just Read, Florida! support staff to join. The Principal, as the instructional leader of the school, will supports literacy instruction and will promote membership on the Reading Leadership Team by:

- holding meeting at convenient times;
- 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
- offering professional growth opportunities such as webinars and educational retreats.

Major initiatives of the LLT

The Principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The Principal will provide necessary resources to the LLT. The Reading Coach will serve as a member of the Literacy Leadership Team. The coach will share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The Reading Coach will work with the literacy Leadership Team to guarantee fidelity of implementation of the Common Core Standards and the newly adopted reading series. The Reading Coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; sharing of best practices; and providing professional development. The LLT will also follow the FCIM to disaggregate data from assessments and make informed decisions to evaluate and modify instructional strategies, programs, and processes as needed.

Every Teacher Contributes to Reading Instruction

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

The Reading Coach will conduct two training sessions on reading strategies to all teachers in grades K-8. After the completion of these professional development sessions, teachers will be able to successfully implement reciprocal teaching, graphics organizers, think aloud techniques, re-reading, and use of visual definitions to increase vocabulary, transactional reading and small group instruction based on ability level.

School administrators will monitor the implementation of reading strategies in all subject areas by monitoring student performance data.

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

Miami Lakes K-8 Center offers the Voluntary Prekindergarten Education Program to children who turn 4 years old by September 1st. The school has a pool of students and a lottery is conducted at the end of each school year. Students are not automatically transferred from Head Start programs since a lottery is

conducted each year. Many students in the Pre-K program transition directly to our Kindergarten program. The Pre-K teacher meets with parents several time during the school year to report on student progress, involving many areas, including pre-literacy and socialization. Additionally, Kindergarten students are screened on their English Language skills and teachers administer the Florida Kindergarten Readiness Screener (FLKRS). On-going progress of reading skills is monitored throughout the year using the Florida Assessments in Reading (FAIR) so that students who need immediate support and interventions can be identified early.

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

Middle school students participate in the Technology Academy and are provided a variety of opportunities to integrate the use of computers into their core academic subjects. Technology projects are completed each year in all core subject areas where the students explore the relationships between the subjects and practical, real world applications.

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

Students participate in the academic magnet fair to explore their choices among High School Magnet Programs and ensure their middle school courses meet their academic prerequisites for their chosen Magnet Program. Students also have a variety of elective opportunities and extra-curricular clubs to explore their talents and interests in Guitar, Orchestra, Chorus, Art, Photography, French, Spanish, Dance, Chess, Science/Technology (SECME), Future Educators, and Honor Society.

Strategies for improving student readiness for the public postsecondary level

Miami Lakes K-8 Center offers high school courses in Algebra I, Geometry, Biology, Spanish, and French to 7th and 8th graders, supporting the Pre-Graduation indicators of the High School Feedback Report pertaining to graduates enrolled in Algebra I in a public school prior to 9th grade and also graduates who completed at least one level 3 high school science course.

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	70%	68%	No	73%
American Indian				
Asian	78%		No	80%
Black/African American	55%	48%	No	60%
Hispanic	70%	68%	No	73%
White	78%	76%	No	81%
English language learners	53%	42%	No	58%
Students with disabilities	36%	25%	No	42%
Economically disadvantaged	60%	58%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	261	27%	29%
Students scoring at or above Achievement Level 4	401	41%	42%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	72%

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)	85	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	42	25%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	58	34%	41%

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	189	54%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	63%	No	72%
American Indian				
Asian	89%		No	90%
Black/African American	66%	36%	No	69%
Hispanic	68%	63%	No	71%
White	82%	70%	No	84%
English language learners	55%	46%	No	60%
Students with disabilities	43%	34%	No	48%
Economically disadvantaged	58%	54%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	258	30%	33%
Students scoring at or above Achievement Level 4	250	29%	30%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		62%	66%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		68%	71%
Middle school performance on high school EOC and industry certifications		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	25%	25%
Students scoring at or above Achievement Level 4	52	73%	73%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		9%
Students scoring at or above Achievement Level 4	30	91%	91%

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	43	28%	32%
Students scoring at or above Achievement Level 4	27	17%	19%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	22%	26%
Students scoring at or above Achievement Level 4	26	18%	20%

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	28%	29%
Students scoring at or above Achievement Level 4	23	59%	59%

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)	7		10
Participation in STEM-related experiences provided for students	215	15%	20%

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	77	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	14	2%	1%
Students who are not proficient in reading by third grade	57	38%	34%
Students who receive two or more behavior referrals	146	10%	9%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	1%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	77	5%	4%
Students who fail a mathematics course	21	4%	3%
Students who fail an English Language Arts course	17	3%	2%
Students who fail two or more courses in any subject	18	4%	3%
Students who receive two or more behavior referrals	146	10%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	14	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

Miami Lakes K-8 Center provides a wide array of opportunities for parents to become involved. Currently, 90% of parents participate in school activities which include, but are not limited to, Open House, Orientation, Grandparents' Breakfast, Fathers Take Your Child to School Day, Honor Roll Ceremonies, Promotion Ceremonies, Dances, Field Trips, Workshops, Parent Resource Fair, Author's Gallery, Magnet Fairs, High School Articulation Meetings, Fine Arts Night, Concerts, and Performances.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents that apply and are cleared to be School Volunteers.	456	17%	20%

Goals Summary

- G1.** Our goal is to increase student proficiency in Reading in grades 3 through 8 by 5 percentage points, from 68% in 2013 to 73% in 2014, as evidenced by the FCAT 2.0 Reading Assessment.
- G2.** Our goal is to increase student proficiency in Writing in grades 4 and 8 by 5 percentage points, from 54% in 2013 to 59% in 2014, as evidenced by the FCAT 2.0 Writing Assessment.
- G3.** Our goal is to increase student proficiency in Mathematics in grades 3 through 8 by 9 percentage points, from 63% in 2013 to 72% in 2014, as evidenced by the FCAT 2.0 Mathematics Assessment.
- G4.** Our goal is to increase student participation in Middle School Acceleration by 3 percentage points, from 68% in 2013 to 71% in 2014, and maintain performance at 100% proficiency, as evidenced by the End of Course Exams.
- G5.** Our goal is to increase student proficiency in Algebra I by 2 percentage points from 98% in 2013 to 100% in 2014, as evidenced by the Algebra I End of Course Exam.
- G6.** Our goal is to maintain student proficiency in Geometry at 100%, as evidenced by the Geometry End of Course Exam.
- G7.** Our goal is to increase student proficiency in Science, in fifth grade, by 6 percentage points from 45% in 2013 to 51% in 2014, as evidenced by the FCAT 2.0 Science Assessment.
- G8.** Our goal is to increase student proficiency in Science, in eighth grade, by 6 percentage points, from 40% in 2013 to 46% in 2014, as evidenced by the FCAT 2.0 Science Assessment.
- G9.** Our goal is to increase student proficiency in Biology by 1 percentage point, from 87% in 2013 to 88% in 2014, as evidenced by the Biology End of Course Exam.
- G10.** Our goal is to increase the number of students participating in Science, Technology, Engineering, and Mathematics exhibitions and competitions.
- G11.** Our goal is to Increase the number of technology projects completed by students across the curriculum (Language Arts/Reading, Mathematics, Science, Social Studies, and electives) as part of the Middle School Technology Academy.
- G12.** Our goal is to increase middle school students' exposure to feeder pattern high schools' CTE related programs.
- G13.** Our goal is to surpass the percentage of students scoring at proficiency levels on the Civics End of Course Exam as compared to those scoring at proficiency levels on the District's Civics Baseline Assessment.

- G14.** Our goal is to improve student attendance by decreasing the number of students who missed 10% or more of the available instructional time, were retained or are non-proficient in reading by the third grade, and received two or more behavior referrals.

- G15.** Our goal is to improve the attendance of middle school students by decreasing the number of students who miss 10% or more of the available instructional time, fail a course, or receive two or more behavioral referrals.

- G16.** Our goal is to increase the number of parents that complete the District Volunteer Application Process to participate as volunteers in the classrooms and on field trips and school activities.

Goals Detail

G1. Our goal is to increase student proficiency in Reading in grades 3 through 8 by 5 percentage points, from 68% in 2013 to 73% in 2014, as evidenced by the FCAT 2.0 Reading Assessment.

Targets Supported

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

Resources Available to Support the Goal

- Reading Coach, Department Chairperson, McGraw-Hill Reading Wonders Series (K-5th Grades), Reading Elective (6th Grade), Intensive Reading (7th-8th Grades), Computer Labs, Laptop Carts, SuccessMaker, Reading Plus, FCAT Explorer, Achieve 3000, Accelerated Reader Program, Voyager - Solo, Title III - Waterford Computers & Software, Before/After School Tutoring, MTSS/Rtl Intervention Groups, and Scholastic Scope Magazine (6th- 8th Grades)

Targeted Barriers to Achieving the Goal

- The Black, Hispanic, White, ELL, SWD and ED subgroups did not make their AMO for 2013. The area of greatest need, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text and Research Process. Students need additional support in locating, interpreting, organizing, analyzing, and evaluating information within and across texts.
- The results of the 2013 FCAT 2.0 Reading Assessment show that 27% of students scored at Achievement Level 3. The area that showed minimal growth was Reporting Category 4, Informational Text and Research Process. Students need additional support in locating, interpreting, organizing, analyzing, and evaluating information within and across texts.
- The results of the 2013 FCAT 2.0 Reading Assessment show that 41% of students scored at Achievement Levels 4-5. The area that showed minimal growth was Reporting Category 2: Reading Application. Drawing conclusions, making inferences, and returning to text for relevant details present an obstacle for students.
- The results of the 2013 FCAT 2.0 Reading Assessment show that 72% of students made learning gains in reading. Students would benefit from the use of strategies to effectively draw conclusions, make inferences, and return to text for relevant details.
- The results of the 2013 FCAT 2.0 Reading Assessment show that 69% of students in the lowest 25% made learning gains in reading. Students would benefit from the use of strategies to effectively interpret context clues, shades of meaning, word relationships, and multiple meanings.
- The results of the 2013 administration of the CELLA Assessment show that 49% of students tested are proficient in Listening/Speaking skills. Students have limited opportunities to listen and speak academic English outside the classroom.
- The results of the 2013 administration of the CELLA Assessment show that 25% of students tested are proficient in Reading skills. Students would benefit from increased opportunities to build vocabulary, develop word relationships and meanings.
- The results of the 2013 administration of the CELLA Assessment show that 34% of students tested are proficient in Writing skills. Students have limited opportunities to write academic English outside the classroom.

Plan to Monitor Progress Toward the Goal

Follow FCIM by monitoring results of the District Interim Assessments, FAIR Assessments, and FCAT 2.0 to review and adjust effectiveness of instruction.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Reading Assessments and FAIR Assessments Summative: 2014 FCAT Reading Test and 2014 CELLA Test results

G2. Our goal is to increase student proficiency in Writing in grades 4 and 8 by 5 percentage points, from 54% in 2013 to 59% in 2014, as evidenced by the FCAT 2.0 Writing Assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading Coach McGraw-Hill Reading Wonders Series - Reading/Writing Workshop (4th Grade), Released Calibration Sets, 2013 FCAT Writing Anchor Sets, Rubrics, Practice writing prompts (narrative, expository, and persuasive), and In-house writing workshops

Targeted Barriers to Achieving the Goal

- Performance data for 4th graders tested, as evidenced by the 2013 administration of the FCAT Writing assessment, shows that 64% scored a 3.5 or higher on a narrative prompt.
- Performance data for the 8th graders tested, as evidenced by the 2013 administration of the FCAT Writing assessment, shows that 44% scored a 3.5 or higher on a persuasive prompt.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, results of the District Interim Assessments and FCAT 2.0 will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Writing Assessment

G3. Our goal is to increase student proficiency in Mathematics in grades 3 through 8 by 9 percentage points, from 63% in 2013 to 72% in 2014, as evidenced by the FCAT 2.0 Mathematics Assessment.

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

- Grade Level/Department Chairpersons, Intensive Math Classes, Houghton Mifflin Go Math Series, Holt McDougal Mathematics Series, Computer Labs, Computer Carts, SuccessMaker, Compass Learning/Odyssey, FCAT Explorer, Focus Florida Achieves, Gizmos, Before/After School Tutoring

Targeted Barriers to Achieving the Goal

- The Black, Hispanic, White, ELL, SWD and ED subgroups did not make their AMO for 2013. The area of greatest need, as noted on the 2013 FCAT 2.0 administration was Reporting Category - Numbers: Operations and Fractions.
- Results of the 2013 FCAT 2.0 show that students scoring Level 3 in Math increased from 29% in 2012 to 30%. The Reporting Category with the greatest need for improvement was Number: Fractions in grades 3-5 and Fractions, Ratios & Proportions in grades 6-8.
- Results of the 2013 FCAT 2.0 show that students scoring in Levels 4 and 5 decreased from 35% in 2012 to 29% in 2013. Students would benefit from increased opportunities to make connections with real-world situations and practical applications of problem solving involving ratios and proportions.
- Results of the 2013 FCAT 2.0 show that 70% of students made learning gains in Mathematics. Students would benefit from increased exposure to common math terminology, in increasing levels of complexity, embedded in lessons and reflected in math journals.
- Results of the 2013 FCAT 2.0 show that 62% of students in the Lowest 25% made learning gains in Mathematics. Students would benefit from an increase in opportunities for differentiated instruction to address students' specific needs and areas for greatest potential improvement.

Plan to Monitor Progress Toward the Goal

Follow FCIM by monitoring results of the District Interim Assessments and FCAT 2.0 to review and adjust effectiveness of instruction.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessments and Computer-based student performance reports Summative: 2014 FCAT 2.0 Mathematics Test

G4. Our goal is to increase student participation in Middle School Acceleration by 3 percentage points, from 68% in 2013 to 71% in 2014, and maintain performance at 100% proficiency, as evidenced by the End of Course Exams.

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Pearson Algebra I Resources, Discovering Geometry Resources, Computer Labs, Computer Carts, Compass Learning/Odyssey, FCAT Explorer, Focus Florida Achieves, Gizmos

Targeted Barriers to Achieving the Goal

- Students selected for accelerated programs would benefit from increased support and interventions to increase the number of students that complete the program and take the End of Course Exams.
- Students in accelerated programs would benefit from increased experience with technology, especially in reading problems on a screen, working them on paper, and reporting the response on the computer.

Plan to Monitor Progress Toward the Goal

Follow FCIM by monitoring results of the District Interim Assessments and End of Course Exams to review and adjust effectiveness of instruction.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Computer-based student performance reports and District Interim Assessments Summative: 2014 End of Course Exams

G5. Our goal is to increase student proficiency in Algebra I by 2 percentage points from 98% in 2013 to 100% in 2014, as evidenced by the Algebra I End of Course Exam.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Pearson Algebra I Resources, Computer Labs, Laptop Carts, Compass Learning/Odyssey, FCAT Explorer, Focus Florida Achieves, Gizmos

Targeted Barriers to Achieving the Goal

- Students scoring at Achievement Level 3 on the Algebra1 EOC would benefit from an increase in learning experiences involving functional relationships.
- Students scoring at Achievement Level 4 and above on the Algebra 1 EOC would benefit from increased opportunities to solve problems involving Rationals, Radicals, Quadratics, and Discrete Mathematics, including number properties, patterns, and operations.

Plan to Monitor Progress Toward the Goal

Follow FCIM by monitoring results of the District Interim Assessments and End of Course Exams to review and adjust effectiveness of instruction.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessments Summative: Algebra I End of Course Exam

G6. Our goal is to maintain student proficiency in Geometry at 100%, as evidenced by the Geometry End of Course Exam.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Discovering Geometry Resources, Computer Labs, Computer Carts, Compass Learning/Odyssey, FCAT Explorer, Focus Florida Achieves, Gizmos

Targeted Barriers to Achieving the Goal

- Students scoring at Achievement Level 3 on the Geometry End of Course Exam would benefit from increased opportunities to practice solving problems involving Coordinate Geometry.
- Students scoring at Achievement Levels 4 and above on the Geometry End of Course Exam would benefit from additional practice in writing proofs involving two-dimensional geometry.

Plan to Monitor Progress Toward the Goal

Follow FCIM by monitoring results of the District Interim Assessments and the Geometry End of Course Exam and adjust effectiveness of instruction.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessments Summative: Geometry End of Course Exam

G7. Our goal is to increase student proficiency in Science, in fifth grade, by 6 percentage points from 45% in 2013 to 51% in 2014, as evidenced by the FCAT 2.0 Science Assessment.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Grade Level/Department Chairpersons, Computer Labs, Laptop Carts, Science Labs, FCAT Explorer, Gizmos

Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Science Assessment show that 28% of fifth grade students scored at Achievement Level 3. Students will benefit from increased experience in writing lab reports based on hands-on activities.
- Results of the 2013 FCAT 2.0 Science Assessment show that 17% of fifth grade students scored at Achievement Levels 4 and above. Students will benefit from participating in hands on activities that provide greater exploration of key scientific concepts and more experience in scientific thinking.

Plan to Monitor Progress Toward the Goal

Follow FCIM by monitoring results of District Interim Assessments and FCAT 2.0 to review and adjust effectiveness of instruction.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessments Summative: 2014 FCAT Science Test

G8. Our goal is to increase student proficiency in Science, in eighth grade, by 6 percentage points, from 40% in 2013 to 46% in 2014, as evidenced by the FCAT 2.0 Science Assessment.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Grade Level/Department Chairpersons, Computer Labs, Laptop Carts, Science Labs, FCAT Explorer, Gizmos

Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Science Assessment show that 22% of eighth grade students scored at Achievement Level 3. Students will benefit from increased experience in scientific thinking and data analysis involving Earth and Space Science.
- Results of the 2013 FCAT 2.0 Science Assessment show that 18% of eighth grade students scored at Achievement Levels 4 and above. Students will benefit from increased experience with student-centered laboratory investigations involving Physical Science, including energy, force, and motion.

Plan to Monitor Progress Toward the Goal

Follow FCIM by monitoring results of the District Interim Assessments and FCAT 2.0 Science test to review and adjust effectiveness of instruction.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessments Summative: 2014 FCAT 2.0 Science Test

G9. Our goal is to increase student proficiency in Biology by 1 percentage point, from 87% in 2013 to 88% in 2014, as evidenced by the Biology End of Course Exam.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Department Chairperson, Computer Lab, Laptop Cart, Gizmos, FCAT Explorer, Science Labs

Targeted Barriers to Achieving the Goal

- Students scoring at Achievement Level 3 on the Biology EOC would benefit from more exposure to rigorous course content with additional time to do science labs.
- Students scoring at Achievement Levels 4 and above on the Biology EOC would benefit from increased opportunities to engage in projects that increase awareness of current issues in science.

Plan to Monitor Progress Toward the Goal

Follow FCIM by monitoring results of the District Interim Assessments and the Biology EOC to review and adjust effectiveness of instruction.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessments Summative: 2014 Biology End of Course Exam

G10. Our goal is to increase the number of students participating in Science, Technology, Engineering, and Mathematics exhibitions and competitions.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Grade Level/Department Chairpersons, Gizmos, Virtual Labs, Science Labs Computer Labs, Laptop Carts, SECME

Targeted Barriers to Achieving the Goal

- Students would benefit from increased opportunities to participate in science, technology, engineering, and mathematics related clubs, activities, and competitions.
- Students would benefit from increased exposure to completed science fair projects, guidelines, and criteria to produce individual science fair projects that are up to competition standards. Alternate participants should be selected for the science fair competition to increase participation numbers, in case selected students are unable to participate.

Plan to Monitor Progress Toward the Goal

Following the FCIM, STEM Competition participation reports will be monitored, strategies will be adjusted as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Annually

Evidence of Completion:

STEM Competition Entries and Results

G11. Our goal is to Increase the number of technology projects completed by students across the curriculum (Language Arts/Reading, Mathematics, Science, Social Studies, and electives) as part of the Middle School Technology Academy.

Targets Supported

- CTE

Resources Available to Support the Goal

- Computer Labs, Laptop Carts

Targeted Barriers to Achieving the Goal

- Students would benefit from increased access to computers in all subject areas to complete more technology projects.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, technology project completion reports will be monitored and instruction will be adjusted as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Technology Project Completion Reports

G12. Our goal is to increase middle school students' exposure to feeder pattern high schools' CTE related programs.

Targets Supported

- CTE

Resources Available to Support the Goal

- Counselors, Feeder pattern articulation meetings, High School Field Trips, Magnet Fairs

Targeted Barriers to Achieving the Goal

- Middle school students would benefit from increased awareness of high school CTE programs to be better prepared for articulation.

Plan to Monitor Progress Toward the Goal

Following the FCIM, monitor progress of student articulation related to CTE programs and adjust communication efforts as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Annually

Evidence of Completion:

Student Articulation Reports

G13. Our goal is to surpass the percentage of students scoring at proficiency levels on the Civics End of Course Exam as compared to those scoring at proficiency levels on the District's Civics Baseline Assessment.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- Department Chairperson, Civics pacing guides, District Professional Development

Targeted Barriers to Achieving the Goal

- Students taking the 2014 Civics EOC would benefit from increased experience in transferring Writing and Language Arts skills to the content area.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from the District Interim Assessments and the Civics EOC

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessments Summative: Results of 2014 Civics EOC

G14. Our goal is to improve student attendance by decreasing the number of students who missed 10% or more of the available instructional time, were retained or are non-proficient in reading by the third grade, and received two or more behavior referrals.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Reading Coach, Counselors, MTSS/Rtl Intervention Groups, McGraw-Hill Reading Wonders Series (K-5th Grades), Computer Labs, Laptop Carts, SuccessMaker, Achieve 3000, Accelerated Reader Program, Voyager - Solo, Title III - Waterford Computers & Software, Before/After School Tutoring, Code of Student Conduct, and Parent/Student Handbook.

Targeted Barriers to Achieving the Goal

- Students who demonstrate a pattern of non-attendance need to be identified early and referred to administration and to Rtl team for early interventions.
- Students who are retained in 3rd grade would benefit from increased monitoring and additional reading interventions through Rtl outside of the designated Language Arts/Reading block.
- Students who are not proficient in reading by 3rd grade would benefit from increased monitoring and additional reading interventions through Rtl outside of the designated Language Arts/Reading block.
- Students with two or more behavior referrals would benefit from increased access to counseling and increased communication between the staff and parents.

Plan to Monitor Progress Toward the Goal

Follow the FCIM model by monitoring assessment and attendance data to review and adjust effectiveness of interventions.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Referrals, Intervention Reports, FAIR Assessments, SuccessMaker Reports Summative: Assessment and Attendance Data Reports

G15. Our goal is to improve the attendance of middle school students by decreasing the number of students who miss 10% or more of the available instructional time, fail a course, or receive two or more behavioral referrals.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Reading Coach, Counselors, MTSS/RtI Team, Computer Labs, Laptop Carts, Odyssey/Compass Learning, Achieve 3000, Accelerated Reader Program, Voyager-Solo, Title III-Waterford Computers & Software, Before/After School Tutoring, Code of Student Conduct, and Parent/Student Handbook.

Targeted Barriers to Achieving the Goal

- Students who demonstrate a pattern of non-attendance need to be identified early and referred to administration and to RtI team for early interventions
- Students who are failing a course would benefit from increased monitoring of performance data and additional interventions, including before/after school tutoring.
- Students with two or more behavior referrals would benefit from increased access to counseling and increased communication between the staff and parents.

Plan to Monitor Progress Toward the Goal

Follow the FCIM model by monitoring assessment and attendance data to review and adjust effectiveness of interventions

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Referrals, District Interim Assessments Summative: District Assessments and Attendance Reports

G16. Our goal is to increase the number of parents that complete the District Volunteer Application Process to participate as volunteers in the classrooms and on field trips and school activities.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- District Volunteer Guidelines, District Volunteer Website, School Volunteer Liaison, PTSA, School Volunteer Orientation Session

Targeted Barriers to Achieving the Goal

- Parents would benefit from increased communication related to the Volunteer Application Process to successfully complete the process and obtain clearance to participate as a school volunteer.

Plan to Monitor Progress Toward the Goal

Follow FCIM by monitoring Volunteer Application Logs and review communication strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Meeting Agendas and Volunteer Application Logs Summative: Report of completed Volunteer Applications

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal is to increase student proficiency in Reading in grades 3 through 8 by 5 percentage points, from 68% in 2013 to 73% in 2014, as evidenced by the FCAT 2.0 Reading Assessment.

G1.B1 The Black, Hispanic, White, ELL, SWD and ED subgroups did not make their AMO for 2013. The area of greatest need, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text and Research Process. Students need additional support in locating, interpreting, organizing, analyzing, and evaluating information within and across texts.

G1.B1.S1 Provide increased opportunities for students to use real-world documents, across the curriculum, that foster critical thinking.

Action Step 1

Provide increased opportunities for students to use real-world documents such as, how-to articles, brochures, fliers, and websites. Students will practice using text features to locate, interpret, and organize information. Teachers will provide a variety of activities to practice locating and verifying details, critically analyzing text, and synthesizing details to draw inferences from text. Students will work in small groups, based on analysis of data, for differentiated instruction. Reading strategies will be integrated in all content areas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and student products

Facilitator:

Reading Coach

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, student products, and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Monitor student progress on FAIR, Classroom Assessments, and computer generated reports from SuccessMaker, FCAT Explorer, and District Interim Assessments.

G1.B2 The results of the 2013 FCAT 2.0 Reading Assessment show that 27% of students scored at Achievement Level 3. The area that showed minimal growth was Reporting Category 4, Informational Text and Research Process. Students need additional support in locating, interpreting, organizing, analyzing, and evaluating information within and across texts.

G1.B2.S1 Provide students with a variety of graphic organizers to support and organize their thinking.

Action Step 1

Students will be provided with a variety of instructional strategies and activities to more effectively organize their thinking and build stronger arguments to support answers. Teachers will emphasize the use of reciprocal teaching and question-answer relationships. Students will work in small groups, based on analysis of data, for differentiated instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes and classroom assessments

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

Following the FCIM model, 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

Classroom Assessments and District Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, 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

District Interim Assessments

G1.B3 The results of the 2013 FCAT 2.0 Reading Assessment show that 41% of students scored at Achievement Levels 4-5. The area that showed minimal growth was Reporting Category 2: Reading Application. Drawing conclusions, making inferences, and returning to text for relevant details present an obstacle for students.

G1.B3.S1 Increase the effective integration of technology to expose students to a variety of experiences with text, providing additional practice in drawing conclusion, making inferences, and analyzing stated vs. implied main ideas.

Action Step 1

Provide students with increased access to computer-based resources, such as SuccessMaker, Reading Plus, Read 180 and other applications, to increase interaction with text and gain more experience in making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, and summarizing text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer generated data reports

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

Following the FCIM model, 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

Computer generated data reports

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, 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

Computer generated data reports and District Interim Assessments

G1.B4 The results of the 2013 FCAT 2.0 Reading Assessment show that 72% of students made learning gains in reading. Students would benefit from the use of strategies to effectively draw conclusions, make inferences, and return to text for relevant details.

G1.B4.S1 Provide a variety of instructional strategies and activities to strengthen basic reading application skills, specifically making inferences, returning to text as support for answers, and using graphic organizers to analyze text.

Action Step 1

Teachers will help students use graphic organizers to see patterns and summarize the main points. Students will practice analyzing the author's perspective, style and technique to understand how these elements influence the meaning of texts. Students will ingrain the practice of justifying answers by going back to the text for support.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments and District Interim Assessments

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

Following the FCIM model, 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

Quizzes, tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, 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

Classroom Assessments and District Interim Assessments

G1.B5 The results of the 2013 FCAT 2.0 Reading Assessment show that 69% of students in the lowest 25% made learning gains in reading. Students would benefit from the use of strategies to effectively interpret context clues, shades of meaning, word relationships, and multiple meanings.

G1.B5.S1 Increase the effective integration of technology to expose students to a variety of experiences with text, providing additional practice in interpreting context clues, shades of meaning, word relationships, and multiple meanings.

Action Step 1

Provide students with increased access to computer-based resources, such as SuccessMaker, Reading Plus, Read 180 and other online resources, to increase interaction with text and additional practice in interpreting context clues, shades of meaning, word relationships, and multiple meanings.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer generated data reports

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

Following the FCIM model, 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

Computer generated data reports, District Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, 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

Computer generated data reports and District Interim Assessments

G1.B6 The results of the 2013 administration of the CELLA Assessment show that 49% of students tested are proficient in Listening/Speaking skills. Students have limited opportunities to listen and speak academic English outside the classroom.

G1.B6.S1 Provide increased opportunities for students to listen and speak academic English across the curriculum.

Action Step 1

Teachers will use expansion, paraphrase and repetition to model proper use of language while providing support in listening. Cooperative learning projects will be implemented to provide support during speaking activities, including Role-play, Modeling, and Think Alouds.

Person or Persons Responsible

LLT and ESOL teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation and classroom assessments

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

Following the FCIM model, 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

Classroom Assessments, Listening and Speaking Rubrics

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, 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

Classroom Assessment Data, Listening and Speaking Rubrics

G1.B7 The results of the 2013 administration of the CELLA Assessment show that 25% of students tested are proficient in Reading skills. Students would benefit from increased opportunities to build vocabulary, develop word relationships and meanings.

G1.B7.S1 Provide visual displays in all classrooms to increase vocabulary development, including word walls and graphic organizers.

Action Step 1

The teacher will incorporate visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers will be used before presenting a reading passage. Teachers will activate prior knowledge and differentiate instruction when presenting new vocabulary and new text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes and Classroom Assessments

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

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

Person or Persons Responsible

LLT and ESOL teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes and classroom assessments

Plan to Monitor Effectiveness of G1.B7.S1

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

Person or Persons Responsible

Reading Coach and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, and District Interim Assessments

G1.B8 The results of the 2013 administration of the CELLA Assessment show that 34% of students tested are proficient in Writing skills. Students have limited opportunities to write academic English outside the classroom.

G1.B8.S1 Provide increased opportunities for students to write academic English across the curriculum.

Action Step 1

Students will have reading response journals and will be provided a variety of activities across the curriculum to practice using academic English in written form. Teachers will emphasize the use of graphic organizers, illustrating and labeling, and spelling strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing products

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

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

Person or Persons Responsible

LLT and ESOL teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Writing Rubrics and Classroom Assessments

Plan to Monitor Effectiveness of G1.B8.S1

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

Person or Persons Responsible

LLT and ESOL teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and Writing Rubrics

G2. Our goal is to increase student proficiency in Writing in grades 4 and 8 by 5 percentage points, from 54% in 2013 to 59% in 2014, as evidenced by the FCAT 2.0 Writing Assessment.

G2.B1 Performance data for 4th graders tested, as evidenced by the 2013 administration of the FCAT Writing assessment, shows that 64% scored a 3.5 or higher on a narrative prompt.

G2.B1.S1 Provide students with opportunities to develop their writing across the curriculum.

Action Step 1

Students will develop writing techniques for a variety of audiences and purposes, using figurative and descriptive language and in a variety of expressive forms (e.g., short stories, speeches, poetry, skits, song lyrics), incorporating dialogue, characterization, plot, and rhythm. Students will practice using the writing process in appropriate formats such as narrative and expository writing across the curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Writing products and classroom assessments

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

Following the FCIM model, 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

Writing products and classroom assessments

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, 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

Writing products and District Writing Interim Assessments

G2.B2 Performance data for the 8th graders tested, as evidenced by the 2013 administration of the FCAT Writing assessment, shows that 44% scored a 3.5 or higher on a persuasive prompt.

G2.B2.S1 Provide students with opportunities to develop and demonstrate persuasive writing that is used for the purpose of influencing the reader.

Action Step 1

Students will utilize persuasive writing techniques to support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources. Students will practice using words, phrases and clauses to create cohesion and clarify the relationships among claims, counter claims, reasons, and evidence. Students will provide a concluding statement that follows from the supports the argument presented. Provide students with print and media advertisements, editorials, and speeches as examples for students to evaluate persuasive techniques.

Person or Persons Responsible

Teachers

Target Dates or Schedule

At least one writing prompt each marking period.

Evidence of Completion

Student writing products and classroom assessments

Facilitator:

Reading Coach

Participants:

Teachers

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

Following the FCIM model, 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

Student writing products and classroom assessments

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM model, 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

Writing products and District Writing Interim Assessments

G3. Our goal is to increase student proficiency in Mathematics in grades 3 through 8 by 9 percentage points, from 63% in 2013 to 72% in 2014, as evidenced by the FCAT 2.0 Mathematics Assessment.

G3.B1 The Black, Hispanic, White, ELL, SWD and ED subgroups did not make their AMO for 2013. The area of greatest need, as noted on the 2013 FCAT 2.0 administration was Reporting Category - Numbers: Operations and Fractions.

G3.B1.S1 Provide students in Grades 3-8 with a variety of strategies and increased experiences to support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence, ratios, and proportions.

Action Step 1

Teachers will provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice. Teachers will also provide increased opportunities for solving problems with fractions, responding to practical situations, and making connections with the real world.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and District Interim Assessments

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

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

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Quizzes, Tests, and District Interim Assessment

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

MTSS/RtI team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

G3.B2 Results of the 2013 FCAT 2.0 show that students scoring Level 3 in Math increased from 29% in 2012 to 30%. The Reporting Category with the greatest need for improvement was Number: Fractions in grades 3-5 and Fractions, Ratios & Proportions in grades 6-8.

G3.B2.S1 Develop students' ability to make sense of real world application problems involving fractions, ratios, proportional relationships by using manipulative, models, and journaling so that students can record ideas, form mental pictures, and make connections to prior knowledge.

Action Step 1

Provide students with models, both virtual and tangible, to enable them to visualize, draw, and explore fractions, ratios and proportional relationships. Allow students opportunities to form mental pictures and connect information to prior knowledge by drawing and journaling to elaborate on thought processes involving fractions and ratios. Incorporate real world problems and concrete experiences to increase understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, District Interim Assessments

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

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

G3.B3 Results of the 2013 FCAT 2.0 show that students scoring in Levels 4 and 5 decreased from 35% in 2012 to 29% in 2013. Students would benefit from increased opportunities to make connections with real-world situations and practical applications of problem solving involving ratios and proportions.

G3.B3.S1 Increase the effective integration of technology to expose students to a variety of experiences with real world application of problems involving fractions, ratios and proportions.

Action Step 1

Provide students will increased access to computer-based resources, such as SuccessMaker, Odyssey/Compass Learning, Gizmos, FCAT Explorer, Focus Florida Achieves, among others, to increase interaction with real world problem solving, virtual manipulatives, and increased practice involving fractions, ratios, and proportions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer-based student performance reports

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

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Computer-based student performance reports and District Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Computer-based student performance reports and District Interim Assessments

G3.B4 Results of the 2013 FCAT 2.0 show that 70% of students made learning gains in Mathematics. Students would benefit from increased exposure to common math terminology, in increasing levels of complexity, embedded in lessons and reflected in math journals.

G3.B4.S1 Infuse literature, vocabulary, and journaling in mathematics to provide the necessary meaning for students to successfully grasp new concepts and allows students to make connections with real-world situations.

Action Step 1

Develop common math terminology, embedded in lessons, to be used by all grade levels in increasing levels of complexity. Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions. Incorporate the use of math word walls and word banks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes and Classroom Assessments

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

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

G3.B5 Results of the 2013 FCAT 2.0 show that 62% of students in the Lowest 25% made learning gains in Mathematics. Students would benefit from an increase in opportunities for differentiated instruction to address students' specific needs and areas for greatest potential improvement.

G3.B5.S1 Increase the effective integration of technology to increase opportunities for differentiated instruction and expose students to a variety of experiences with models, both virtual and tangible, to enable them to visualize, draw, and explore proportional relationships, real world problems involving fractions and ratios.

Action Step 1

Provide students will increased access to computer-based resources, such as SuccessMaker, Odyssey/Compass Learning, Gizmos, FCAT Explorer, Focus Florida Achieves, among others, to increase interaction with real world problem solving, virtual manipulatives, and increased practice involving fractions, ratios, and proportions. Incorporate real world problems and concrete experiences to increase understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer-based student performance reports

Facilitator:

Grade Level/Department Chairpersons

Participants:

Math Teachers

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

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

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Computer-based student performance reports and District Interim Assessments

Plan to Monitor Effectiveness of G3.B5.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Computer-based student performance reports and District Interim Assessments

G4. Our goal is to increase student participation in Middle School Acceleration by 3 percentage points, from 68% in 2013 to 71% in 2014, and maintain performance at 100% proficiency, as evidenced by the End of Course Exams.

G4.B1 Students selected for accelerated programs would benefit from increased support and interventions to increase the number of students that complete the program and take the End of Course Exams.

G4.B1.S1 Provide teachers with clearly developed guidelines and criteria to increase the number of students selected for accelerated programs and to provide more effective support and interventions to increase the number of students that continue in accelerated programs and take the End of Course Exams.

Action Step 1

Develop clear guidelines and criteria for the selection of students that show potential to participate in accelerated middle school classes. Provide support through differentiated instruction and increased exposure to computer-based problem solving, to ensure that selected students complete the accelerated programs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer-based student performance reports

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

Following the FCIM model, student participation and performance reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Computer-based participation and performance reports and District Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, student participation and performance reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Computer-based participation and performance reports and District Interim Assessments

G4.B2 Students in accelerated programs would benefit from increased experience with technology, especially in reading problems on a screen, working them on paper, and reporting the response on the computer.

G4.B2.S1 Provide students with increased opportunities to practice responding to computer-based problems while solving them on paper.

Action Step 1

Provide students with a variety of sample computer-based exams to practice reading problems on the computer screen, solving them on paper, and responding on the computer. Develop a format to help students plan and solve problems on paper. Incorporate more practice in using the online calculator, reference sheets, and other online resources that are available through computer-based testing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer-based student performance reports

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

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and Computer-based student performance reports

Plan to Monitor Effectiveness of G4.B2.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and Computer-based student performance reports

G5. Our goal is to increase student proficiency in Algebra I by 2 percentage points from 98% in 2013 to 100% in 2014, as evidenced by the Algebra I End of Course Exam.

G5.B1 Students scoring at Achievement Level 3 on the Algebra1 EOC would benefit from an increase in learning experiences involving functional relationships.

G5.B1.S1 Provide students with increased experiences involving functional relationships to build a greater understanding of linear functions as they relate to real-world situations.

Action Step 1

Provide students with learning experiences that require them to create rules that describe relationships and to describe relationships in context.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments and District Interim Exams

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

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

G5.B2 Students scoring at Achievement Level 4 and above on the Algebra 1 EOC would benefit from increased opportunities to solve problems involving Rationals, Radicals, Quadratics, and Discrete Mathematics, including number properties, patterns, and operations.

G5.B2.S1 Provide students with increased opportunities to practice solving problems that will extend their knowledge of properties of numbers, patterns and operations.

Action Step 1

Teachers will provide grade-level appropriate opportunities for identifying, duplicating, describing, extending and applying number patterns, and use number patterns to help students extend their knowledge of properties of numbers and operations; include non-numeric growing and repeating patterns.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments and District Interim Assessments

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

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

Plan to Monitor Effectiveness of G5.B2.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

G6. Our goal is to maintain student proficiency in Geometry at 100%, as evidenced by the Geometry End of Course Exam.

G6.B1 Students scoring at Achievement Level 3 on the Geometry End of Course Exam would benefit from increased opportunities to practice solving problems involving Coordinate Geometry.

G6.B1.S1 Provide students with increased access to online resources to practice solving problems involving coordinate geometry.

Action Step 1

Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines. Incorporate the use of technology to explore dynamic explorations and virtual manipulatives involving coordinate geometry.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments and District Interim Assessments

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

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

G6.B2 Students scoring at Achievement Levels 4 and above on the Geometry End of Course Exam would benefit from additional practice in writing proofs involving two-dimensional geometry.

G6.B2.S1 Provide students with increased opportunities to practice writing and reviewing a variety of proofs, developing arguments, and justifying statements.

Action Step 1

Provide students with more experience in writing a variety of formal and informal proofs, identifying missing statements, re-ordering and justifying statements, and developing arguments involving two-dimensional geometry. Students will have increased opportunities to identify postulates and theorems, distinguish between the proof of a conjecture and an example that supports a conjecture, review proofs with missing statements, and reorder statements presented in random order.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments and District Interim Assessments

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

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

G7. Our goal is to increase student proficiency in Science, in fifth grade, by 6 percentage points from 45% in 2013 to 51% in 2014, as evidenced by the FCAT 2.0 Science Assessment.

G7.B1 Results of the 2013 FCAT 2.0 Science Assessment show that 28% of fifth grade students scored at Achievement Level 3. Students will benefit from increased experience in writing lab reports based on hands-on activities.

G7.B1.S1 Increase the rigor of student writing in science journals and lab reports based on hands on activities to promote scientific thinking,

Action Step 1

Increase opportunities for students to participate in hand on labs and activities. Students will use evidence and reasoning to support conclusions in science journals and laboratory investigations. Journals will be used daily to explore current issues in science and to promote scientific thinking.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments and District Interim Assessments

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

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

Person or Persons Responsible

MMTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

Plan to Monitor Effectiveness of G7.B1.S1

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

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

G7.B2 Results of the 2013 FCAT 2.0 Science Assessment show that 17% of fifth grade students scored at Achievement Levels 4 and above. Students will benefit from participating in hands on activities that provide greater exploration of key scientific concepts and more experience in scientific thinking.

G7.B2.S1 Provide students with more opportunities for hands on laboratory investigations for the exploration of key scientific concepts, implementation of an inquiry based approach, and use of evidence and reasoning to support conclusions in a science journal.

Action Step 1

Conduct inquiry-based activities and demonstrations that allow for testing of hypotheses, data analysis, explanation of variables, and experimental designs. Provide students with opportunities to gather data, analyze results, and draw conclusions from laboratory investigations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments and Science Journals

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

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

Plan to Monitor Effectiveness of G7.B2.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

G8. Our goal is to increase student proficiency in Science, in eighth grade, by 6 percentage points, from 40% in 2013 to 46% in 2014, as evidenced by the FCAT 2.0 Science Assessment.

G8.B1 Results of the 2013 FCAT 2.0 Science Assessment show that 22% of eighth grade students scored at Achievement Level 3. Students will benefit from increased experience in scientific thinking and data analysis involving Earth and Space Science.

G8.B1.S1 Provide students with opportunities to create more science and engineering projects involving Earth and Space Science to improve scientific thinking skills.

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 designs. Incorporate the use of technology programs such Gizmos and Virtual Labs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments and District Interim Assessments

Facilitator:

SECME leaders and Department Chairperson

Participants:

Science Teachers

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

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Data and District Interim Assessments

Plan to Monitor Effectiveness of G8.B1.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

G8.B2 Results of the 2013 FCAT 2.0 Science Assessment show that 18% of eighth grade students scored at Achievement Levels 4 and above. Students will benefit from increased experience with student-centered laboratory investigations involving Physical Science, including energy, force, and motion.

G8.B2.S1 Provide students with more opportunities for student-centered laboratory activities to explore key concepts involving Physical Science, including energy, force, and motion.

Action Step 1

Implement pacing guides with fidelity and incorporate more student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments and District Interim Assessments

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

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

Plan to Monitor Effectiveness of G8.B2.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

G9. Our goal is to increase student proficiency in Biology by 1 percentage point, from 87% in 2013 to 88% in 2014, as evidenced by the Biology End of Course Exam.

G9.B1 Students scoring at Achievement Level 3 on the Biology EOC would benefit from more exposure to rigorous course content with additional time to do science labs.

G9.B1.S1 Schedule more laboratory experiments for students to increase opportunities to independently write rigorous lab reports with evidence supporting their conclusions.

Action Step 1

Provide students with additional opportunities to do science labs to expose students to more rigorous course content. Students will write lab reports with strong, evidence-supported conclusions. Provide writing support for students to transition to independent writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments and Science Journals

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

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

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

Plan to Monitor Effectiveness of G9.B1.S1

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

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

G9.B2 Students scoring at Achievement Levels 4 and above on the Biology EOC would benefit from increased opportunities to engage in projects that increase awareness of current issues in science.

G9.B2.S1 Increase opportunities for students to engage in community service learning projects to increase awareness of current issues in science.

Action Step 1

Identify current issues in science that can be addressed in a community service learning project. Increase opportunities for students to work collaboratively on a community project. Help students in making cross-curricular connections to make learning more meaningful.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Assessments

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

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

Plan to Monitor Effectiveness of G9.B2.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments.

G10. Our goal is to increase the number of students participating in Science, Technology, Engineering, and Mathematics exhibitions and competitions.

G10.B1 Students would benefit from increased opportunities to participate in science, technology, engineering, and mathematics related clubs, activities, and competitions.

G10.B1.S1 Increase teacher and student awareness of competition opportunities in the areas of science, technology, engineering, and mathematics.

Action Step 1

Inform teachers and students of competition opportunities throughout the school year. Post competition dates, deadlines, entry information, and criteria in strategic locations. Announce competition opportunities in faculty/departmental meetings and via email.

Person or Persons Responsible

Science Department Chairperson and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Faculty/departmental meeting agendas and email logs.

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

Following the FCIM model, monitor competition entries and results, communication efforts will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Competition Entries and Results

Plan to Monitor Effectiveness of G10.B1.S1

Following the FCIM, monitor competition entries and results, communication efforts will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Competition Entries and Results

G10.B2 Students would benefit from increased exposure to completed science fair projects, guidelines, and criteria to produce individual science fair projects that are up to competition standards. Alternate participants should be selected for the science fair competition to increase participation numbers, in case selected students are unable to participate.

G10.B2.S1 Increase student exposure to the scientific method during science classes and provide student workshop for completion of science fair projects to include core comprehensive overview of guidelines and criteria.

Action Step 1

Students will be provided with a variety of experiences in completing laboratory investigations in class utilizing the scientific process and on-line resources. Students will be provided with a comprehensive overview of the science fair guidelines and will be exposed to completed science fair projects that meet competition standards. A secondary set of projects will be selected to serve as alternate entries, in case any selected students is unable to participate in the science fair competition. Hold in-house science fair exhibit.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Science Journals and Science Fair Projects

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

Science journals will be monitored to ensure exposure and experience with scientific process

Person or Persons Responsible

Grade Level/Department Chairpersons and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Science Journals and Science Fair Projects

Plan to Monitor Effectiveness of G10.B2.S1

Teachers will evaluate science fair projects. Exhibit projects meeting high standards for competition.

Person or Persons Responsible

Grade Level/Department Chairperson and Administrators

Target Dates or Schedule

Annually

Evidence of Completion

Science Fair Projects and In-house science fair project exhibit

G11. Our goal is to Increase the number of technology projects completed by students across the curriculum (Language Arts/Reading, Mathematics, Science, Social Studies, and electives) as part of the Middle School Technology Academy.

G11.B1 Students would benefit from increased access to computers in all subject areas to complete more technology projects.

G11.B1.S1 Provide students with increased opportunities to work on computers to complete technology projects in all subject areas by scheduling computer lab time and scheduling laptop carts on a more consistent basis.

Action Step 1

All teachers will assign technology projects in accordance with the Middle School Technology Academy schedule coordinated by subject area. Technology projects will follow academy guidelines to include solving a real world problem or practical application of software or online resources. Students will solve a real world problem and demonstrate proficiency in the use of a variety of software applications or develop a multimedia presentation of their solution. Projects will allow students to explore career related skills and real situations. Teachers will schedule computer lab time and computer carts to increase participation and completion of project requirements across the curriculum, including all core subject areas and electives.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Technology project submission schedule and computer lab or laptop cart schedules

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

Following the FCIM model, computer usage schedules will be monitored and instruction will be adjusted as needed.

Person or Persons Responsible

Department Chairpersons

Target Dates or Schedule

Quarterly

Evidence of Completion

Computer usage schedules, Technology Project Completion Reports

Plan to Monitor Effectiveness of G11.B1.S1

Following the FCIM model, computer usage schedules will be monitored and instruction will be adjusted as needed.

Person or Persons Responsible

Department Chairpersons and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Computer Usage Schedules and Technology Project Completion Reports

G12. Our goal is to increase middle school students' exposure to feeder pattern high schools' CTE related programs.

G12.B1 Middle school students would benefit from increased awareness of high school CTE programs to be better prepared for articulation.

G12.B1.S1 Increase communication between middle school and high school staff for more effective articulation related to CTE.

Action Step 1

Improve communication between middle school and high school staff for increased awareness of CTE options. Increase student exposure to CTE programs in feeder pattern high schools to align current courses with their future career/technical goals.

Person or Persons Responsible

Counselors and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Meeting agendas

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

Following the FCIM, monitor articulation reports to adjust communication efforts as needed.

Person or Persons Responsible

Counselors and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Meeting Agendas and Articulation Reports

Plan to Monitor Effectiveness of G12.B1.S1

Following the FCIM, monitor articulation reports to adjust communication efforts as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Articulation Reports

G13. Our goal is to surpass the percentage of students scoring at proficiency levels on the Civics End of Course Exam as compared to those scoring at proficiency levels on the District's Civics Baseline Assessment.

G13.B1 Students taking the 2014 Civics EOC would benefit from increased experience in transferring Writing and Language Arts skills to the content area.

G13.B1.S1 Provide students with increased opportunities to develop civics vocabulary, write to inform and persuade, and practice researching timely issues related to civics and government.

Action Step 1

Teachers will provide students with more opportunities to build a greater understanding of civics vocabulary, and activities that allow students to interpret primary and secondary sources of information. Students will have more opportunities to research timely issues using print and non-print resources and practice writing to inform or persuade. Students will demonstrate proficiency in applying Language Arts and Writing skills in their Civics class.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments and District Interim Assessments

Facilitator:

Reading Coach

Participants:

Social Studies Teachers

Plan to Monitor Fidelity of Implementation of G13.B1.S1

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

Person or Persons Responsible

Teachers and Department Chairperson

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

Plan to Monitor Effectiveness of G13.B1.S1

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

Person or Persons Responsible

Department Chairperson and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Assessments and District Interim Assessments

G14. Our goal is to improve student attendance by decreasing the number of students who missed 10% or more of the available instructional time, were retained or are non-proficient in reading by the third grade, and received two or more behavior referrals.

G14.B1 Students who demonstrate a pattern of non-attendance need to be identified early and referred to administration and to Rtl team for early interventions.

G14.B1.S1 Teachers will monitor attendance patterns more closely and report excessive non-attendance to counselors and administration in a more timely and consistent manner.

Action Step 1

Identify non-attendance patterns and refer students to counselors and administration immediately. Document excused and non-excused absences and tardies effectively. Monitor excessive non-attendance and refer student to Rtl interventions in a timely and consistent manner.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Reports and Referrals

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Following the FCIM model, attendance data will be reviewed and referral action will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Reports and Referrals

Plan to Monitor Effectiveness of G14.B1.S1

Following the FCIM model, attendance data will be reviewed and referral action will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Reports and Referrals

G14.B2 Students who are retained in 3rd grade would benefit from increased monitoring and additional reading interventions through Rtl outside of the designated Language Arts/Reading block.

G14.B2.S1 Provide students with increased support from the Rtl groups and additional intervention time outside of the Language Arts/Reading block.

Action Step 1

Provide students with increased support from the Rtl groups and increase access to technological resources. Implement Tier II and Tier III interventions as needed and increase instructional time for reading interventions outside of the Language Arts/Reading block. Monitor and document progress more closely and increase communications with counselors and school psychologist to ensure comprehensive and consistent support.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SuccessMaker Reports, Oral Reading Fluency Assessments, FAIR Assessments

Plan to Monitor Fidelity of Implementation of G14.B2.S1

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

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

SuccessMaker Reports, FAIR Assessments, and Oral Reading Fluency Assessments

Plan to Monitor Effectiveness of G14.B2.S1

Following the FCIM model, assessment data will be reviewed and interventions will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

SuccessMaker Reports, FAIR Assessments, Oral Reading Fluency Assessments

G14.B3 Students who are not proficient in reading by 3rd grade would benefit from increased monitoring and additional reading interventions through Rtl outside of the designated Language Arts/Reading block.

G14.B3.S1 Provide students with increased support from the Rtl groups and additional reading intervention time outside of the designated Language Arts/Reading Block.

Action Step 1

Provide students with increased support from the Rtl groups and increase access to technological resources. Implement Tier II and Tier III interventions as needed and increase instructional time for reading interventions outside of the Language Arts/Reading block. Monitor and document progress more closely and increase communications with counselors and school psychologist to ensure comprehensive and consistent support.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SuccessMaker Reports, FAIR Assessments, Oral Reading Fluency Assessments

Plan to Monitor Fidelity of Implementation of G14.B3.S1

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

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

SuccessMaker Reports, FAIR Assessments, Oral Reading Fluency Assessment

Plan to Monitor Effectiveness of G14.B3.S1

Following the FCIM model, assessment data will be reviewed and interventions will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

SuccessMaker Reports, FAIR Assessments, Oral Reading Fluency Assessments

G14.B4 Students with two or more behavior referrals would benefit from increased access to counseling and increased communication between the staff and parents.

G14.B4.S1 Increase access to counseling services and increase communication with parents.

Action Step 1

Increase communication with parents and encourage their involvement. Allow greater access to counseling services. Develop and document behavior management plan. Refer student to RtI Team for Reading Interventions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Behavior Referrals Reports and Reading Assessments

Plan to Monitor Fidelity of Implementation of G14.B4.S1

Following the FCIM model, assessment and behavior referral data will be reviewed and interventions will be adjusted as needed.

Person or Persons Responsible

MTSS/ Rti Team

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Reports and Behavior Referral Reports

Plan to Monitor Effectiveness of G14.B4.S1

Following the FCIM model, assessment data and behavior referral reports will be reviewed and interventions will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Reports and Behavior Referral Reports

G15. Our goal is to improve the attendance of middle school students by decreasing the number of students who miss 10% or more of the available instructional time, fail a course, or receive two or more behavioral referrals.

G15.B1 Students who demonstrate a pattern of non-attendance need to be identified early and referred to administration and to Rtl team for early interventions

G15.B1.S1 Teachers will monitor attendance patterns more closely and report excessive non-attendance to counselors and administration in a more timely and consistent manner.

Action Step 1

Identify non-attendance patterns and refer students to counselors and administration immediately. Document excused and non-excused absences and tardies effectively. Monitor excessive non-attendance and refer students to counseling and interventions. Maintain consistent communication with parents.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Reports and Referrals

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Following the FCIM model, attendance data will be reviewed and referral action will be adjusted as needed.

Person or Persons Responsible

Teachers and Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Reports and Referrals

Plan to Monitor Effectiveness of G15.B1.S1

Following the FCIM model, attendance data will be reviewed and referral action will be adjusted as needed.

Person or Persons Responsible

Teachers and Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Reports and Referrals

G15.B2 Students who are failing a course would benefit from increased monitoring of performance data and additional interventions, including before/after school tutoring.

G15.B2.S1 Provide students with increased interventions and support, including before/after school tutoring and more access to online resources and supplemental/intervention software.

Action Step 1

Provide students with increased support and more access to technological resources. Provide before/after school tutoring and monitor performance reports more closely. Increase communication with counselors, school psychologist, and parents to ensure comprehensive and consistent support

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, Computer-based student performance reports, and District Interim Assessments

Plan to Monitor Fidelity of Implementation of G15.B2.S1

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

Person or Persons Responsible

Teachers and Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Computer-based Student Performance Reports, and District Interim Assessments

Plan to Monitor Effectiveness of G15.B2.S1

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

Person or Persons Responsible

Teachers and Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Computer-based Student Performance Reports, and District Interim Assessments

G15.B3 Students with two or more behavior referrals would benefit from increased access to counseling and increased communication between the staff and parents.

G15.B3.S1 Increase access to counseling services and increase communication with parents.

Action Step 1

Increase communication with parents and encourage their involvement. Allow greater access to counseling services. Develop and document behavior management plans.

Person or Persons Responsible

Teachers and Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Referrals and Communication Logs

Plan to Monitor Fidelity of Implementation of G15.B3.S1

Following the FCIM model, assessment and behavior referral data will be reviewed and interventions will be adjusted as needed.

Person or Persons Responsible

Teachers and Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Referrals and Communication Logs

Plan to Monitor Effectiveness of G15.B3.S1

Following the FCIM model, assessment data and behavior referrals will be reviewed and interventions will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Referrals

G16. Our goal is to increase the number of parents that complete the District Volunteer Application Process to participate as volunteers in the classrooms and on field trips and school activities.

G16.B1 Parents would benefit from increased communication related to the Volunteer Application Process to successfully complete the process and obtain clearance to participate as a school volunteer.

G16.B1.S1 Increase communication with parents pertaining to the Volunteer Application Process to facilitate successful completion and clearance to serve as a school volunteer.

Action Step 1

Provide parents with increased communication pertaining to the Volunteer Application Process in the form of flyers, announcements, ConnectEd messages, Volunteer Orientation meetings, announcements during PTSA meetings and online resources.

Person or Persons Responsible

Volunteer Liaison and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agendas and Volunteer Application Logs

Plan to Monitor Fidelity of Implementation of G16.B1.S1

Following the FCIM model, Volunteer Application Logs will be monitored and communication efforts will be adjusted as needed.

Person or Persons Responsible

Volunteer Liaison and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Volunteer Application Logs

Plan to Monitor Effectiveness of G16.B1.S1

Following the FCIM model, Volunteer Application Logs will be monitored and communication efforts will be adjusted as needed.

Person or Persons Responsible

Volunteer Liaison and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Volunteer Application 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

The Division of Bilingual Education and World Languages has approved Title III funds to provide tutoring. Title III funds and resources will be utilized to hire staff to provide tutoring and supplement technology needs for English Language Learners. Tutoring for ELL students will take place from October 2013 to April 2014.

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. Our goal is to increase student proficiency in Reading in grades 3 through 8 by 5 percentage points, from 68% in 2013 to 73% in 2014, as evidenced by the FCAT 2.0 Reading Assessment.

G1.B1 The Black, Hispanic, White, ELL, SWD and ED subgroups did not make their AMO for 2013. The area of greatest need, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text and Research Process. Students need additional support in locating, interpreting, organizing, analyzing, and evaluating information within and across texts.

G1.B1.S1 Provide increased opportunities for students to use real-world documents, across the curriculum, that foster critical thinking.

PD Opportunity 1

Provide increased opportunities for students to use real-world documents such as, how-to articles, brochures, fliers, and websites. Students will practice using text features to locate, interpret, and organize information. Teachers will provide a variety of activities to practice locating and verifying details, critically analyzing text, and synthesizing details to draw inferences from text. Students will work in small groups, based on analysis of data, for differentiated instruction. Reading strategies will be integrated in all content areas.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and student products

G2. Our goal is to increase student proficiency in Writing in grades 4 and 8 by 5 percentage points, from 54% in 2013 to 59% in 2014, as evidenced by the FCAT 2.0 Writing Assessment.

G2.B2 Performance data for the 8th graders tested, as evidenced by the 2013 administration of the FCAT Writing assessment, shows that 44% scored a 3.5 or higher on a persuasive prompt.

G2.B2.S1 Provide students with opportunities to develop and demonstrate persuasive writing that is used for the purpose of influencing the reader.

PD Opportunity 1

Students will utilize persuasive writing techniques to support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources. Students will practice using words, phrases and clauses to create cohesion and clarify the relationships among claims, counter claims, reasons, and evidence. Students will provide a concluding statement that follows from the supports the argument presented. Provide students with print and media advertisements, editorials, and speeches as examples for students to evaluate persuasive techniques.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

At least one writing prompt each marking period.

Evidence of Completion

Student writing products and classroom assessments

G3. Our goal is to increase student proficiency in Mathematics in grades 3 through 8 by 9 percentage points, from 63% in 2013 to 72% in 2014, as evidenced by the FCAT 2.0 Mathematics Assessment.

G3.B5 Results of the 2013 FCAT 2.0 show that 62% of students in the Lowest 25% made learning gains in Mathematics. Students would benefit from an increase in opportunities for differentiated instruction to address students' specific needs and areas for greatest potential improvement.

G3.B5.S1 Increase the effective integration of technology to increase opportunities for differentiated instruction and expose students to a variety of experiences with models, both virtual and tangible, to enable them to visualize, draw, and explore proportional relationships, real world problems involving fractions and ratios.

PD Opportunity 1

Provide students will increased access to computer-based resources, such as SuccessMaker, Odyssey/Compass Learning, Gizmos, FCAT Explorer, Focus Florida Achieves, among others, to increase interaction with real world problem solving, virtual manipulatives, and increased practice involving fractions, ratios, and proportions. Incorporate real world problems and concrete experiences to increase understanding.

Facilitator

Grade Level/Department Chairpersons

Participants

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer-based student performance reports

G8. Our goal is to increase student proficiency in Science, in eighth grade, by 6 percentage points, from 40% in 2013 to 46% in 2014, as evidenced by the FCAT 2.0 Science Assessment.

G8.B1 Results of the 2013 FCAT 2.0 Science Assessment show that 22% of eighth grade students scored at Achievement Level 3. Students will benefit from increased experience in scientific thinking and data analysis involving Earth and Space Science.

G8.B1.S1 Provide students with opportunities to create more science and engineering projects involving Earth and Space Science to improve scientific thinking skills.

PD Opportunity 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 designs. Incorporate the use of technology programs such as Gizmos and Virtual Labs.

Facilitator

SECME leaders and Department Chairperson

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments and District Interim Assessments

G13. Our goal is to surpass the percentage of students scoring at proficiency levels on the Civics End of Course Exam as compared to those scoring at proficiency levels on the District's Civics Baseline Assessment.

G13.B1 Students taking the 2014 Civics EOC would benefit from increased experience in transferring Writing and Language Arts skills to the content area.

G13.B1.S1 Provide students with increased opportunities to develop civics vocabulary, write to inform and persuade, and practice researching timely issues related to civics and government.

PD Opportunity 1

Teachers will provide students with more opportunities to build a greater understanding of civics vocabulary, and activities that allow students to interpret primary and secondary sources of information. Students will have more opportunities to research timely issues using print and non-print resources and practice writing to inform or persuade. Students will demonstrate proficiency in applying Language Arts and Writing skills in their Civics class.

Facilitator

Reading Coach

Participants

Social Studies Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments and District Interim Assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our goal is to increase student proficiency in Reading in grades 3 through 8 by 5 percentage points, from 68% in 2013 to 73% in 2014, as evidenced by the FCAT 2.0 Reading Assessment.	\$3,462
G3.	Our goal is to increase student proficiency in Mathematics in grades 3 through 8 by 9 percentage points, from 63% in 2013 to 72% in 2014, as evidenced by the FCAT 2.0 Mathematics Assessment.	\$3,462
Total		\$6,924

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
EESAC	\$6,924	\$6,924
Total	\$6,924	\$6,924

Budget Details

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

G1. Our goal is to increase student proficiency in Reading in grades 3 through 8 by 5 percentage points, from 68% in 2013 to 73% in 2014, as evidenced by the FCAT 2.0 Reading Assessment.

G1.B5 The results of the 2013 FCAT 2.0 Reading Assessment show that 69% of students in the lowest 25% made learning gains in reading. Students would benefit from the use of strategies to effectively interpret context clues, shades of meaning, word relationships, and multiple meanings.

G1.B5.S1 Increase the effective integration of technology to expose students to a variety of experiences with text, providing additional practice in interpreting context clues, shades of meaning, word relationships, and multiple meanings.

Action Step 1

Provide students with increased access to computer-based resources, such as SuccessMaker, Reading Plus, Read 180 and other online resources, to increase interaction with text and additional practice in interpreting context clues, shades of meaning, word relationships, and multiple meanings.

Resource Type

Technology

Resource

Supplemental technology, software, and online resources to provide instructional enrichment and interventions.

Funding Source

EESAC

Amount Needed

\$3,462

G3. Our goal is to increase student proficiency in Mathematics in grades 3 through 8 by 9 percentage points, from 63% in 2013 to 72% in 2014, as evidenced by the FCAT 2.0 Mathematics Assessment.

G3.B5 Results of the 2013 FCAT 2.0 show that 62% of students in the Lowest 25% made learning gains in Mathematics. Students would benefit from an increase in opportunities for differentiated instruction to address students' specific needs and areas for greatest potential improvement.

G3.B5.S1 Increase the effective integration of technology to increase opportunities for differentiated instruction and expose students to a variety of experiences with models, both virtual and tangible, to enable them to visualize, draw, and explore proportional relationships, real world problems involving fractions and ratios.

Action Step 1

Provide students will increased access to computer-based resources, such as SuccessMaker, Odyssey/Compass Learning, Gizmos, FCAT Explorer, Focus Florida Achieves, among others, to increase interaction with real world problem solving, virtual manipulatives, and increased practice involving fractions, ratios, and proportions. Incorporate real world problems and concrete experiences to increase understanding.

Resource Type

Technology

Resource

Supplemental technology, software, and online resources to provide instructional enrichment and interventions

Funding Source

EESAC

Amount Needed

\$3,462