2013-2014 SCHOOL IMPROVEMENT PLAN

Bridgeprep Academy Interamerican Campus

621 BEACOM BLVD
Miami, FL 33135
305-643-4833

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	No	74%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	96%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	F		

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
Bridgeprep Academy Interamerican Campus

Principal
Yeneir Rodriguez-Padron; MItzie Ortiz

School Advisory Council chair
Vanessa Latorre

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

Name	Title
Mitzie Ortiz	Principal
Maribel Mola	ESE Specialist
Lourdes Pena	Mathematics Curriculum Specialist
Alexis Franco	Literarcy Curriculum Specialist

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, EESAC Chairperson-1, Teachers – 4, Alternate Teachers-1, Business/Community Representative-1, Parents – 5, Alternate Parent-1, Educational Support-1, Alternate Educational Support-1, Student – 1

Involvement of the SAC in the development of the SIP

The SAC monitored data throughout the year and was instrumental in providing suggestions and strategies for the 2013-2014 SIP. This committee ensures that the SIP is carried out with fidelity.

Activities of the SAC for the upcoming school year

This year the SAC plans to plan educational activities, and schedule beneficial workshops for both students and parents. The SAC will monitor implementation of the school improvement plan. In addition, the SAC will make sure that the funds are properly allocated to programs that serve as enrichment for the student body.

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

The $5.00 per student that we receive will be used to provide supplemental materials to students to reach student achievement.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

# of administrators

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Yeneir Rodriguez-Padron; MItzie Ortiz		
Principal	Years as Administrator: 4	Years at Current School: 1
Credentials	BA Elementary Education	
Performance Record	2012-2013 No Grade BridgePrep Academy of Village Green, Principal Rdg. Proficiency, 64% Math Proficiency, 44% Rdg. Lrg. Gains,86% Math Lrg. Gains, 60% Rdg. Imp. of Lowest 25%- 86% Math Imp. of Lowest 25%- 60% Rdg. AMO – Math AMO– FY 2011-2012 Miami Dade School District Administrator, Lincoln Marti Hialeah Campus School grade maintained the school grade at an "A" with 637 points. Rdg. Proficiency, 56% Math Proficiency, 54% Writing Proficiency, 85% Science Proficiency, 58% Rdg. Imp. of Lowest 25% - 76% Math Imp. of Lowest 25%- 79% AYP- 100% FY 2010-2011 Miami Dade School District Administrator, Lincoln Marti Hialeah Campus School grade increased from "D" to an "A" with 573 points. Rdg. Proficiency, 60% Math Proficiency, 58% Writing Proficiency, 76% Science Proficiency, 49% Rdg. Imp. of Lowest 25% - 87% Math Imp. of Lowest 25%- 87% AYP- 100% FY 2009-2010 Middle school self contained teacher, adequate progress of lowest 25% shown. FY 2008-2009 Out of field employment	

Instructional Coaches

# of instructional coaches
2

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

Instructional Coach Information:

Lourdes Peña		
Part-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Mathematics
Credentials	Bachelor of Science in Elementary Education; ESOL Endorsement Professional Teaching Certificate in Elementary Education K-6
Performance Record	2012-2013 BridgePrep Academy School Grade A Math 93% Satisfactory of higher 85% 2011-2012 BridgePrep Academy School Grade A Math 91% Satisfactory or Higher 85% 2010-2011 BridgePrep Academy School Grade A Math 100% Satisfactory of Higher 85% 2009-2010 Aug. 2009- Dec. 2009 Student Internship Jan. 2010- Jun. 2010 3rd grade intervention & daily substitute

Alexis Franco		
Part-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelor of Arts and Science in Religious Studies with a minor in Business Management and Economics Professional Teaching Certification in Integrated Curriculum and Business Education Grades 6-12
Performance Record	2012-2013 Renaissance Middle charter school 8th Grade Reading Teacher 75% of students made learning gains in Reading 90% of lowest 25% made gains 2011-2012 Renaissance Middle Charter School 8th Grade Reading Teacher 76% of students made learning gains 90% of lowest 25% made gains 2010-2011 Renaissance Middle Charter School 8th Grade Reading Teacher 85% of students made learning gains in Reading 77% of lowest 25% made gains. 2008-2010 Good Shepherd Catholic School Teacher No data in private school

Classroom Teachers

# of classroom teachers
9

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

 # Highly Qualified Teachers
67%

 # certified in-field
9, 100%

 # ESOL endorsed
5, 56%

 # reading endorsed
1, 11%

 # with advanced degrees
1, 11%

 # National Board Certified
0, 0%

 # first-year teachers
3, 33%

 # with 1-5 years of experience
7, 78%

 # with 6-14 years of experience
2, 22%

 # with 15 or more years of experience
0, 0%

Education Paraprofessionals

# of paraprofessionals
0

 # Highly Qualified
0

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

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

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

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

The administration recruits highly qualified teachers through referrals, recommendations, and postings on the school website. The administration hires highly qualified teachers and offers compensation based on certification/degrees. As the teacher accumulates years with the school, their salary is increased by a set, board approved percentage.

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

Mentors will support the creation of effective classroom strategies to enhance the delivery of classroom instruction. The teachers will participate in shared planning after school 3-5 days.
Pairings:
Antoinette Klucar, Kindergarten Reading Teacher- Maribel Mola, ESE Teacher (8 years experience, certified in Primary Education).
Arlhin Cartone, 6th, 7th, 8th Grade Math/Science Teacher-Jose Cruz, 3rd, 4th, 5th Grade Math/Science Teacher (4 years experience).
Sulay Gonzalez, Physical Education Teacher-Maribel Mola, ESE Teacher (8 years experience).

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Grade level planning, grade level meetings, Monthly data chats with teacher(s).
1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
Administrator(s) (Maria Cedeño, Krystal Chavez) who will ensure commitment and allocate resources;

Teacher(s) (Karol Cardenas, Maria Uriza, Maribel Mola, Antoinette Klucar) and Coaches (Lourdes Peña, Alexis Franco) who share the common goal of improving instruction for all students; and
Team members who will work to build staff support, internal capacity, and sustainability over time.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
School reading, math, science teachers
Special education personnel (Jessica Areas, Maribel Mola)
Members of school advisory committee (Maydelin Molina, Viviana Mendible)
Community stakeholders (Robert Lores)
3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions. The Tier 1 level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
The Tier 2 level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
The Tier 3 of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

MTSS team will meet bi-weekly to discuss student progress and monitor Problem-Solving Worksheets. Team will distribute samples of Problem-Solving Worksheets to all teachers during the first month of school. Team will also monitor district trainings for MTSS. Team will proofread and help revise SIP before submission to State. RtI process will be considered when writing academic goals in the various content areas.
The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop intervention
Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad

Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• Achieve 3000
• Oral Reading Fluency Measures
• Voyager Phonemic Awareness and Phonics measures
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Functional Assessment
• Frequency Monitoring

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

All teachers have been exposed to MTSS during pre-school planning days. The school will align all professional development days to coincide with the school wide MTSS process. Trainings will include how to disaggregate data, how to plan for data driven instruction and best practices based on school's data.
Additional training throughout the year on the Problem Solving Worksheet. The MTSS/ RtI team will monitor and encourage use of the Problem Solving Worksheets at their grade levels.
The school will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.
In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation to reach a rating of at least 80% MTSS implementation in the school.
The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures
A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students
Minutes added to school year: 5,400

• The students receive 30 extra minutes of instruction daily in Spanish (Language Arts in Spanish).
• Our school offers access to the computers before and after school for students to utilize for web-based programs (Reading Plus, Achieve 3000, Sumdog).
• Our teachers are given time every day and on TPD when they can plan collaboratively and attend/ receive professional development.
• We offer several enrichment activities such as ballet, cheerleading, basketball, volleyball, karate, tennis, and art.
• Free before and after school tutoring (8:00-8:30am, 3:30-4:00pm)

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Data is collected by the instructional coaches, the curriculum specialist, and/ or the interventionist twice a month. It is analyzed for benchmark mastery, from which the students are tiered and given interventions at their level.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

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

Name	Title
Maria Cedeño	Principal
Krystal Chavez	Assistant Principal
Vanessa Latorre	Curriculum Specialist
Maria Uriza	Interventionist
Maribel Mola	ESE Teacher
Antoinette Klucar	Reading Teacher
Karol Cardenas	Reading/Social Studies Teacher
Esther Rojas	Reading Teacher
Alexis Franco	Reading Coach

How the school-based LLT functions

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this

team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) 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 must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The Reading Leadership Team will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

"Reading Across the Curriculum"

We will have to organize our team and acquire the necessary training for a successful team. Our reading coach will attend monthly coaches' meetings, return to the school and train staff. The principal will visit the classrooms to ensure all teachers are using differentiated instruction and that level I and II students are being pulled out for intensive small group reading.

Another major initiative of the LLT will be "Book It!," which is a program that motivates children to read by rewarding their reading accomplishments with praise, recognition and pizza. The program is simple for the teacher to use, flexible because goals match reading ability, and fun because achieving a goal is a great reason to celebrate.

Every Teacher Contributes to Reading Instruction

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

We are providing extra professional development and resources in reading for teachers such as The Daily 5 professional development and Achieve 3000 professional development and program. We also have teachers doing intervention in reading (pull-out and push-in) and ensuring all teachers are implementing Voyager, Reading Plus, and Achieve 3000 in their classroom. In addition, all teachers will be promoting and implementing the Book It! program in their classes.

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

In order to assist our Kindergarten students and parents we offer a Kindergarten Orientation prior to the beginning of school to ensure that they are made aware of our school's rules, regulations, and expectations. At this time they are also able to tour the school, meet the staff, and see their classroom. We also administer FLKRS, FAIR, and subject area pre-tests in order to determine the readiness of each child. Parents are also invited and encouraged to attend our round table meetings and made aware of all the opportunities for parental involvement at our school. A monthly calendar of events goes out to all our families to notify/remind them of the activities taking place each month. They are also informed about the MDCPS Parent Portal and our school's Edline page, where they can access information about what is currently happening at our school, in their child's class, and where they can find homelearning assignments and helpful links.

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		42%		
American Indian				
Asian				
Black/African American				
Hispanic		41%		
White				
English language learners		38%		
Students with disabilities				
Economically disadvantaged		39%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	24%	28%
Students scoring at or above Achievement Level 4	10	13%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	51	66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	51	66%	69%

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)	48	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	20	22%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	15%	24%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	*[data excluded for privacy reasons]*		33%
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		36%		
American Indian				
Asian				
Black/African American				
Hispanic		34%		
White				
English language learners		42%		
Students with disabilities				
Economically disadvantaged		33%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	20%	25%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		13%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	52	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	52	67%	70%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		30%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		2%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		10
Participation in STEM-related experiences provided for students	182	100%	100%

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	25	14%	13%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	14	82%	74%
Students who receive two or more behavior referrals	12	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	4%	3%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	25	14%	13%
Students who fail a mathematics course	4	10%	9%
Students who fail an English Language Arts course	1	2%	1%
Students who fail two or more courses in any subject	4	10%	9%
Students who receive two or more behavior referrals	12	7%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	8	4%	3%

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

We will use a 20 hour parent participation program per family per year. Our schools goal is for 85% of the families to be actively involved in school activities.
• Increase awareness of parental involvement activities.
• All activities, such as The Parent Academy, Parent/Teacher Breakfast, Meet and Greet, Open House, and Tea for Two, at the school will be posted on the internet, emails and phone calls will also be made.
• Administration will monitor through use of Sign-in Sheets, Volunteer logs, PAVE Logs.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
• number of parent engagement opportunities offered in the school year	50	65%%	75%%
• average number of parents in attendance at parent engagement opportunities	166	94%	97%
• percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities	166	94%	97%

Goals Summary

G1. On the 2013 Reading FCAT 2.0 our level of proficiency was 42%. Our goal for the 2014 Reading FCAT 2.0 is to increase the level of proficiency to 48%, indicating an increase of 6 percentage points.

G2. On the 2013 Writing FCAT 2.0 our level of proficiency was 25%. Our goal for the 2014 Writing FCAT 2.0 is to increase the level of proficiency to 33%, indicating an increase of 8 percentage points.

G3. On the 2013 Mathematics FCAT 2.0 our level of proficiency was 36%. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the level of proficiency to 42%, indicating an increase of 6 percentage points.

G4. On the 2013 5th grade Science FCAT 2.0 our level of proficiency was 25%. Our goal for the 2014 5th grade Science FCAT 2.0 is to increase proficiency to 30%, indicating an increase of 5 percentage points.

G5. On the 2013 8th grade Science FCAT 2.0 our level of proficiency was not noted due to insufficient number of students which were only 7. Our overall science goals is to increase student proficiency from 21% to 23%.

G6. Our goal for STEM for the 2014 school year is to increase the amount of activities from 7 to 10 that will increase environmental awareness for the student body with an emphasis on combined use of math and science.

G7. Our goal for the 2014 school year is to increase student exposure to Career and Technology Education by exposing students to at least 2 activities this school year.

G8. On the 2013 Civics Baseline our level of proficiency was 34%. Our goal for the 2014 Civics EOC is to increase the level of proficiency to 40%, indicating an increase of 6 percentage points.

G9. Our goal for the 2013-14 school year is to use the Early Warning Systems to reduce missed instructional time from 14% to 13%, reduce behavior referrals from 7% to 6%, and reduce failing of courses math from 10% to 9%, Language Arts from 2% to 1%.

G10. The average number of parents in attendance at parent events was 94%. Our goal for the 2014 is to increase parental involvement to 97%, indicating an increase of 3 percentage points.

Goals Detail

G1. On the 2013 Reading FCAT 2.0 our level of proficiency was 42%. Our goal for the 2014 Reading FCAT 2.0 is to increase the level of proficiency to 48%, indicating an increase of 6 percentage points.

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

Resources Available to Support the Goal
- Achieve 3000 Program

- Voyager Passport and Journey

- Reading Coaches

Targeted Barriers to Achieving the Goal
- The area of deficiency noted for the Hispanic and ED subgroups in READING was Informational Text/Research Process.

- The area of deficiency noted for the ELL subgroup in READING was Reading Application.

- The area of deficiency noted for students achieving LEVEL 3 in READING was Reading Application.

- The area of deficiency noted for students achieving LEVEL 4 and higher in READING was Informational Text/Research Process.

- The area of deficiency noted for students making LEARNING GAINS in READING was Vocabulary.

- The area of deficiency noted for students in the Learning Gains-lowest 25% subgroup in READING was Vocabulary.

- The area of deficiency for the CELLA-Listening and Speaking subgroup in READING was understanding Vocabulary.

- The area of deficiency for the CELLA-Reading subgroup in READING was Reading Comprehension.

- The area of deficiency for the CELLA-Writing subgroup in READING was Vocabulary.

Plan to Monitor Progress Toward the Goal

Achieve 3000 scores, bi-weekly and quarterly exams, FCAT 2.0 reading

Person or Persons Responsible
Teachers, Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Data Reports

G2. On the 2013 Writing FCAT 2.0 our level of proficiency was 25%. Our goal for the 2014 Writing FCAT 2.0 is to increase the level of proficiency to 33%, indicating an increase of 8 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Achieve 3000

- Teachers

- Supplies (journals, pens, pencils)

- A selection of writing prompts

Targeted Barriers to Achieving the Goal

- The area of deficiency noted on the 2012-2013 FCAT 2.0 Writing test for 4th grade was Writing Application due to students support in Writing Conventions.

- The area of deficiency noted on the 2012-2013 FCAT 2.0 Writing test for 8th graders in the district was Writing Application due to students support in Writing Conventions.

Plan to Monitor Progress Toward the Goal

Review writing samples

Person or Persons Responsible
Teachers, Leadership Team, Instructional Coaches

Target Dates or Schedule:
Ongoing

Evidence of Completion:
2014 FCAT 2.0 Writing scores

G3. On the 2013 Mathematics FCAT 2.0 our level of proficiency was 36%. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the level of proficiency to 42%, indicating an increase of 6 percentage points.

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

- GoMath Textbooks

- Think Central

- FCAT Explorer

- Florida Achieves

- Holt McDougal Textbooks

- District Assessments

- Bi-Weekly Assessments

Targeted Barriers to Achieving the Goal

- The areas of deficiency noted for the Hispanic, ELL and ED subgroups in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number: Fractions in Grade 3, Number: Base Ten & Fractions in Grade 4, and Geometry & Measurement in Grade 5, Fractions, Ratios, Proportional Relationships in Grade 6, Number: Base Ten, Expressions in Grade 7, and Expressions, Equations, and Functions in Grade 8.

- The areas of deficiency noted for the students achieving Level 3 in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number:Fractions in Grade 3, Number: Base Ten & Fractions in Grade 4, Geometry & Measurement in Grade 5, Fractions, Ratios, Proportional Relationships in Grade 6, Number: Base Ten, Expressions in Grade 7, and Expressions, Equations, and Functions in Grade 8.

- The area of deficiency noted for the students achieving Level 4 in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number:Fractions in Grade 3, Number: Base Ten & Fractions in Grade 4, Geometry & Measurement in Grade 5, Fractions, Ratios, Proportional Relationships in Grade 6, Number: Base Ten, Expressions in Grade 7, and Expressions, Equations, and Functions in Grade 8.

- The area of deficiency noted for students making Learning Gains in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number: Base Ten & Fractions in Grade 4, Geometry & Measurement in Grade 5, Fractions, Ratios, Proportional Relationships in Grade 6, Number: Base Ten, Expressions in Grade 7, and Expressions, Equations, and Functions in Grade 8.

- The area of deficiency noted for students in the lowest 25% subgroup in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number:Fractions in Grade 3, Number: Base Ten & Fractions in Grade 4, Geometry & Measurement in Grade 5, Fractions, Ratios, Proportional Relationships in Grade 6, Number: Base Ten, Expressions in Grade 7, and Expressions, Equations, and Functions in Grade 8.

Plan to Monitor Progress Toward the Goal

Will monitor and analyze formative assessments, mini assessments, District Interim Assessments, District Assessments. Will monitor student attendance, student grades, the completion of classroom and home learning assignments and student in-class engagement.

Person or Persons Responsible

Teachers, Math Coach, MTSS/RTI, Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative Assessments, Mini Assessments, District Interim Assessments, student work samples, student Grades, student attendance

G4. On the 2013 5th grade Science FCAT 2.0 our level of proficiency was 25%. Our goal for the 2014 5th grade Science FCAT 2.0 is to increase proficiency to 30%, indicating an increase of 5 percentage points.

Targets Supported

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Highly Qualified teachers

- Brainpop

- Discovery Learning

- District Assessments

- Study Jams

- Teacher demonstrations and hands-on activities

- Science Coach

Targeted Barriers to Achieving the Goal

- The area of deficiency for 5th grade students who scored at Level 3 as noted on the 2013 FCAT 2.0 Science administration was the Physical Science category.

- The area of deficiency for 5th grade students who scored at Level 4 or above on the 2013 FCAT 2.0 Science administration was the Life Science category.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. On the 2013 8th grade Science FCAT 2.0 our level of proficiency was not noted due to insufficient number of students which were only 7. Our overall science goals is to increase student proficiency from 21% to 23%.

Targets Supported
- Science
- Science - Middle School

Resources Available to Support the Goal
- Highly qualified teachers
- Science coach
- Gizmos
- Laboratory activities
- Science demonstrations

Targeted Barriers to Achieving the Goal
- The area of deficiency for District students at Achievement Level 3, as noted on the 2013 FCAT 2.0 Science administration was Nature of Science.
- The area of deficiency for District students at Achievement Level 4 and above as noted on the 2013 FCAT 2.0 Science administration was Nature of Science.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. Our goal for STEM for the 2014 school year is to increase the amount of activities from 7 to 10 that will increase environmental awareness for the student body with an emphasis on combined use of math and science.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- Science and Mathematics Teachers

- Science Textbooks

- Fairchild Botanic Garden Challenge

- SFSEF

Targeted Barriers to Achieving the Goal

- During the 2013 school year the students were offered 7 STEM related activities. The students will be offered 10 activities during the 2014 school year.

- During the 2013 school year 100% of the students participated in STEM related activities. During the 2014 school year 100% participation will be maintained.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G7. Our goal for the 2014 school year is to increase student exposure to Career and Technology Education by exposing students to at least 2 activities this school year.

Targets Supported

- CTE

Resources Available to Support the Goal

- Science and Mathematics teachers

- Local Colleges and Universities

- Administration

- Parents

Targeted Barriers to Achieving the Goal

- During the 2013-14 school year students did not participate or receive in any CTE related activities.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G8. On the 2013 Civics Baseline our level of proficiency was 34%. Our goal for the 2014 Civics EOC is to increase the level of proficiency to 40%, indicating an increase of 6 percentage points.

Targets Supported
- Social Studies
- Civics EOC

Resources Available to Support the Goal
- Highly qualified teachers
- Civics textbook: Florida Civics, Economics & Geography (McGraw Hill)
- Pacing guides

Targeted Barriers to Achieving the Goal
- The 7th grade students scored 34% proficiency on the District Civics Baseline Exam.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G9. Our goal for the 2013-14 school year is to use the Early Warning Systems to reduce missed instructional time from 14% to 13%, reduce behavior referrals from 7% to 6%, and reduce failing of courses math from 10% to 9%, Language Arts from 2% to 1%.

Targets Supported

- EWS

- EWS - Elementary School

- EWS - Middle School

Resources Available to Support the Goal

- Registrar/Attendance Manager

- Parents

- Attendance incentives

- Parent/Student Handbook

- School Counselor

Targeted Barriers to Achieving the Goal

- In the 2012-13 school year 14% of the students were absent 10% or more of available instructional time. Our goal for the 2013-14 school year is to reduce this number to 13%

- In the 2012-13 school year 10% of the Middle School students failed a Mathematics course, 2% the Middle School students failed a English Language Arts course, and % of the students failed two or more courses. Our goal for the 2013-14 school year is to reduce these percentages to: 9%, 1%, and 9% respectively.

Plan to Monitor Progress Toward the Goal

Review attendance records, grades, and behavior referrals

Person or Persons Responsible
Administrators, Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student attendance reports, Student grade book reports, Detention log, Referrals on ISIS

G10. The average number of parents in attendance at parent events was 94%. Our goal for the 2014 is to increase parental involvement to 97%, indicating an increase of 3 percentage points.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parents

- Administration

Targeted Barriers to Achieving the Goal

- Many of the parents are unavailable during day or afternoon hours because they work.

Plan to Monitor Progress Toward the Goal

Monitor through use of Sign-in Sheets, Volunteer logs, PAVE Logs.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Sign-in Sheets, Volunteer Logs, PAVE Logs

Action Plan for Improvement

Problem Solving Key

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

G1. On the 2013 Reading FCAT 2.0 our level of proficiency was 42%. Our goal for the 2014 Reading FCAT 2.0 is to increase the level of proficiency to 48%, indicating an increase of 6 percentage points.

G1.B1 The area of deficiency noted for the Hispanic and ED subgroups in READING was Informational Text/Research Process.

G1.B1.S1 Provide opportunities for Hispanic and ED students to use Informational Text to strengthen arguments in order to support their answers.

Action Step 1

Using real world documents included in the Achieve 3000 Program to locate, interpret and organize information.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly and quarterly monitoring through Coach-made and District exams.

Facilitator:

Achieve 3000 representative

Participants:

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

Program administration

Person or Persons Responsible

Administration, MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment data

Plan to Monitor Effectiveness of G1.B1.S1

Achieve 3000 scores, bi-weekly and quarterly exams, FCAT 2.0 reading

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment data

G1.B2 The area of deficiency noted for the ELL subgroup in READING was Reading Application.

G1.B2.S1 Provide opportunities for ELL students to enhance Reading Application skills through using and identifying details from passages to determine main idea, plot, and purpose.

Action Step 1

Compare and contrast a written story or poem.

Person or Persons Responsible

Teachers, Reading Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Biweekly and quarterly assessments, and student work samples.

Facilitator:

Achieve 3000

Participants:

Teachers

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

Implementation of Voyager Passport/Journey program

Person or Persons Responsible

LLT, Administration team

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of Assessment data

Plan to Monitor Effectiveness of G1.B2.S1

Data chats with students

Person or Persons Responsible

Teacher, Reading Coaches

Target Dates or Schedule

Monthly, quarterly

Evidence of Completion

Assessment data

G1.B3 The area of deficiency noted for students achieving LEVEL 3 in READING was Reading Application.

G1.B3.S1 Provide opportunities for students scoring at Level 3 to enhance their reading application skills by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn form the text.

Action Step 1

Provide students with opportunities to compare and contrast, cite several pieces of evidence to support what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of biweekly, quarterly and Interim assessment data reports

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

Assessment data reports

Person or Persons Responsible

Administration, MTSS/RTI, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data, Data chat forms

Plan to Monitor Effectiveness of G1.B3.S1

Review formative biweekly assessment data.

Person or Persons Responsible

Teacher, Reading Coaches

Target Dates or Schedule

bi-weekly

Evidence of Completion

Assessment data, student work samples

G1.B4 The area of deficiency noted for students achieving LEVEL 4 and higher in READING was Informational Text/Research Process.

G1.B4.S1 Students will be provided with opportunities to improve Text/Research Process skills through using "how-to" articles, brochures, flyers and other real world documents to identify text features.

Action Step 1

Use of Achieve 3000 program

Person or Persons Responsible

Teacher, Reading coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data, Achieve 3000 report

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

Monitor student access/use of Achieve 3000

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Ongoing

Evidence of Completion

Data reports

Plan to Monitor Effectiveness of G1.B4.S1

Review of student use of Achieve 3000

Person or Persons Responsible

Administration, Leadership Team, Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Reports

G1.B5 The area of deficiency noted for students making LEARNING GAINS in READING was Vocabulary.

G1.B5.S1 Students will be provided with the opportunity to improve their vocabulary skills through "word of the week".

Action Step 1

A new word will be introduced each week. It will posted on the bulletin board in the main office, announced in the morning announcements. Students and teachers will be encouraged to use the word.

Person or Persons Responsible

School-wide

Target Dates or Schedule

Weekly

Evidence of Completion

Monitoring by Administration team

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

Monitor posting of "word of the week"

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-throughs

Plan to Monitor Effectiveness of G1.B5.S1

Periodically ask students to use word.

Person or Persons Responsible

School-wide (teachers, office staff, Principal, etc.)

Target Dates or Schedule

On-going

Evidence of Completion

FCAT test data

G1.B6 The area of deficiency noted for students in the Learning Gains-lowest 25% subgroup in READING was Vocabulary.

G1.B6.S1 Provide students with opportunities for tutoring beyond instructional hours to enhance vocabulary skills.

Action Step 1

Monitor student progress in the tutoring program.

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets, tutoring assessments.

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

Monthly report on student attendance and assessments used in tutoring program.

Person or Persons Responsible

Reading coach and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Tutoring sign in sheets

Plan to Monitor Effectiveness of G1.B6.S1

Use data from students in the tutoring program to check progress.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment data, FCAT scores

G1.B7 The area of deficiency for the CELLA-Listening and Speaking subgroup in READING was understanding Vocabulary.

G1.B7.S1 CELLA students will be provided with opportunities to improve vocabulary through role-playing, and teacher/student modeling.

Action Step 1

Implementing real world role-playing activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher made tests, oral assessments.

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

Conduct classroom walk-throughs, review teacher lesson plans.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Assessment data

Plan to Monitor Effectiveness of G1.B7.S1

Monitor students' listening and speaking skills

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Grades received for role-play activities, CELLA Test scores

G1.B8 The area of deficiency for the CELLA-Reading subgroup in READING was Reading Comprehension.

G1.B8.S1 Provide students opportunity to increase their reading comprehension through the use of Achieve 3000 program.

Action Step 1

CELLA students will use the Achieve 3000 program to increase their reading comprehension skills.

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Achieve 3000 data reports

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

Monitor program administration

Person or Persons Responsible

LLT, Administration, MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Achieve 3000 assessment data

Plan to Monitor Effectiveness of G1.B8.S1

Achieve 3000 score, bi-weekly and quarterly exams, CELLA exam

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G1.B9 The area of deficiency for the CELLA-Writing subgroup in READING was Vocabulary.

G1.B9.S1 Provide ELL students with opportunities to improve their vocabulary use in writing through the use of writing prompts and journal writing.

Action Step 1

Provide real world prompts for ELL students to complete journal entries.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student journals and writing portfolios.

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Lesson plan review, classroom walk-throughs

Person or Persons Responsible

LLT, MTSS/RTI

Target Dates or Schedule

Weekly

Evidence of Completion

Assessment data, samples of students' final work

Plan to Monitor Effectiveness of G1.B9.S1

Review of student journal writing

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

CELLA Assessment data

G2. On the 2013 Writing FCAT 2.0 our level of proficiency was 25%. Our goal for the 2014 Writing FCAT 2.0 is to increase the level of proficiency to 33%, indicating an increase of 8 percentage points.

G2.B1 The area of deficiency noted on the 2012-2013 FCAT 2.0 Writing test for 4th grade was Writing Application due to students support in Writing Conventions.

G2.B1.S1 Provide opportunities for students to improve their Writing Application skills by the use of the correct usage of proper Language Conventions.

Action Step 1

Monitor writing centers and analyze pre and post writing samples.

Person or Persons Responsible

Teachers, Reading Coach, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment data, student work samples

Facilitator:

Reading Coach and District Facilitator

Participants:

Teacher

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

Classroom walk-throughs

Person or Persons Responsible

Reading Coach, Facilitator

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, student grades

Plan to Monitor Effectiveness of G2.B1.S1

Review writing journals and assignments

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Writing scores, student work samples

G2.B2 The area of deficiency noted on the 2012-2013 FCAT 2.0 Writing test for 8th graders in the district was Writing Application due to students support in Writing Conventions.

G2.B2.S1 Provide opportunities for students to improve their Writing Application skills by the use of the correct usage of proper Language Convention.

Action Step 1

Monitor writing centers and analyze pre and post writing samples.

Person or Persons Responsible

Teachers, Reading Coaches, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment data, student work samples

Facilitator:

Reading Coach, District Facilitators

Participants:

Teachers

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

Classroom walk-throughs

Person or Persons Responsible

Reading Coach, Facilitator

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, student grades

Plan to Monitor Effectiveness of G2.B2.S1

Review writing journal and assignments

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Writing scores, student work samples

G3. On the 2013 Mathematics FCAT 2.0 our level of proficiency was 36%. Our goal for the 2014 Mathematics FCAT 2.0 is to increase the level of proficiency to 42%, indicating an increase of 6 percentage points.

G3.B1 The areas of deficiency noted for the Hispanic, ELL and ED subgroups in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number: Fractions in Grade 3, Number: Base Ten & Fractions in Grade 4, and Geometry & Measurement in Grade 5, Fractions, Ratios, Proportional Relationships in Grade 6, Number: Base Ten, Expressions in Grade 7, and Expressions, Equations, and Functions in Grade 8.

G3.B1.S1 Provide 3rd Grade students with opportunities that foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

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

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released . Conduct classroom observations to ensure that data driven instruction is taking place on a on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B1.S1

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative assessments, Student Mini Assessments, District Interim Reports, Results from the 2014 Mathematics FCAT 2.0

G3.B1.S2 Provide 4th grade with opportunities to develop an understanding of decimals, including the connection between fractions and decimals; and to generate equivalent fractions and simply fractions.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

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

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released . Conduct classroom observations to ensure that data driven instruction is taking place on a on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

Plan to Monitor Effectiveness of G3.B1.S2

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative assessments, Student Mini Assessments, District Interim Reports, Results from the 2014 Mathematics FCAT 2.0

G3.B1.S3 Provide 5th grade students with opportunities and activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative assessments, Student Mini Assessments, District Interim Reports, Results from the 2014 Mathematics FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S3

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B1.S4 Provide 6th grade students with opportunities that infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of fractions, ratios, proportional relationships, and statistics.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released . Conduct classroom observations to ensure that data driven instruction is taking place on a on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

Plan to Monitor Effectiveness of G3.B1.S4

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative assessments, Student Mini Assessments, District Interim Reports, Results from the 2014 Mathematics FCAT 2.0

G3.B1.S5 Provide 7th grade students with opportunities and contexts involving mathematical exploration and the development of student understanding in the areas of rational numbers, properties, and solving linear equations through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B1.S5

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released . Conduct classroom observations to ensure that data driven instruction is taking place on a on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

Plan to Monitor Effectiveness of G3.B1.S5

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative assessments, Student Mini Assessments, District Interim Reports, Results from the 2014 Mathematics FCAT 2.0

G3.B1.S6 Provide 8th grade students in Grade 8 with opportunities and contexts involving mathematical exploration and the development of student understanding in the areas of expressions, equations and functions through the use of manipulatives, and graphs for engaging opportunities for practice.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B1.S6

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released . Conduct classroom observations to ensure that data driven instruction is taking place on a on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

Plan to Monitor Effectiveness of G3.B1.S6

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative assessments, Student Mini Assessments, District Interim Reports, Results from the 2014 Mathematics FCAT 2.0

G3.B2 The areas of deficiency noted for the students achieving Level 3 in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number:Fractions in Grade 3, Number: Base Ten & Fractions in Grade 4, Geometry & Measurement in Grade 5, Fractions, Ratios, Proportional Relationships in Grade 6, Number: Base Ten, Expressions in Grade 7, and Expressions, Equations, and Functions in Grade 8.

G3.B2.S1 Provide 4th grade students who achieved a Level 3 in the 2013 Mathematics FCAT 2.0 with opportunities to compare and order fractions, mixed numbers, and decimals in the same or different forms.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

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

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B2.S1

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B2.S2 Provide 5th grade students who achieved a Level 3 in the 2013 Mathematics FCAT 2.0 with opportunities to add subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B2.S2

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B2.S3 Provide 6th grade students who achieved a Level 3 in the 2013 Mathematics FCAT 2.0 with opportunities that infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B2.S3

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B2.S3

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B2.S4 Provide 7th grade students who achieved a Level 3 in the 2013 Mathematics FCAT 2.0 with opportunities that develop students' ability to make sense of real world application problems involving rations, rates, and proportional and non-proportional relationships.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B2.S4

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B2.S4

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B2.S5 Provide 8th grade students who achieved a Level 3 in the 2013 Mathematics FCAT 2.0 with opportunities to use multiple representations to translate and model multi-step real world application problems using operations on real numbers and analyzing and summarizing data sets.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B2.S5

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B2.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B3 The area of deficiency noted for the students achieving Level 4 in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number:Fractions in Grade 3, Number: Base Ten & Fractions in Grade 4, Geometry & Measurement in Grade 5, Fractions, Ratios, Proportional Relationships in Grade 6, Number: Base Ten, Expressions in Grade 7, and Expressions, Equations, and Functions in Grade 8.

G3.B3.S1 Provide 4th grade students who achieved a Level 4 or higher on the 2013 Mathematics FCAT 2.0 with opportunities to estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

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

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B3.S1

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B3.S2 Provide 5th grade students who achieved a Level 4 or higher on the 2013 Mathematics FCAT 2.0 with opportunities to solve problems based on geometric properties of figures and horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B3.S2

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B3.S3 Provide 6th grade students who achieved a Level 4 or higher on the 2013 Mathematics FCAT 2.0 with opportunities for student discourse to ensure students communicate precisely to other, use clear definitions in discussions, and construct viable arguments to defend their reasoning in the areas of fractions, rations, proportional relationships, and statistics.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B3.S3

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B3.S3

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B3.S4 Provide 7th grade students who achieved a Level 4 or higher on the 2013 Mathematics FCAT 2.0 with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of rational numbers, properties, and linear equations.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B3.S4

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B3.S4

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B3.S5 Provide 8th grade students who achieved a Level 4 or higher on the 2013 Mathematics FCAT 2.0 with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of rational numbers, properties, and linear equations.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B3.S5

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B3.S5

Review and monitor formative assessments, making adjustments to instruction as needed.

> **Person or Persons Responsible**
>
> Teachers, Math Coach
>
> **Target Dates or Schedule**
>
> Bi-Weekly
>
> **Evidence of Completion**
>
> Formative Assessments, Interim Assessments, Student Work Samples

G3.B4 The area of deficiency noted for students making Learning Gains in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number: Base Ten & Fractions in Grade 4, Geometry & Measurement in Grade 5, Fractions, Ratios, Proportional Relationships in Grade 6, Number: Base Ten, Expressions in Grade 7, and Expressions, Equations, and Functions in Grade 8.

G3.B4.S1 Provide 4th grade students making Learning Gains on the 2013 Mathematics 2.0 FCAT with opportunities that support mathematical fluency and problem solving skills in the areas of: relating decimals, fractions, and percents.

> **Action Step 1**
>
> Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.
>
> > **Person or Persons Responsible**
> >
> > Teachers, Math Coach
> >
> > **Target Dates or Schedule**
> >
> > On-going
> >
> > **Evidence of Completion**
> >
> > Formative Assessments, District Assessments, Student Work Samples

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

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B4.S1

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B4.S2 Provide 5th grade students making Learning Gains on the 2013 Mathematics 2.0 FCAT with opportunities that support mathematical fluency and problem solving skills in the areas of: determining the area of measurement conversions, area, and volume.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

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

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B4.S2

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B4.S3 Provide 6th grade students making Learning Gains on the 2013 Mathematics 2.0 FCAT with opportunities that support mathematical fluency and problem solving skills in the areas of fractions, ratios, proportional relationships, and statistics.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B4.S3

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B4.S3

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B4.S4 Provide 7th grade students making Learning Gains on the 2013 Mathematics 2.0 FCAT with opportunities that support mathematical fluency and problem solving skills in the areas of: rational numbers, number operations and properties, and linear equations.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B4.S4

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B4.S4

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B4.S5 Provide 8th grade students making Learning Gains on the 2013 Mathematics 2.0 FCAT with opportunities that support mathematical fluency and problem solving skills in the areas of: expressions, equations and functions.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B4.S5

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B4.S5

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B5 The area of deficiency noted for students in the lowest 25% subgroup in the 2013 Mathematics FCAT 2.0 were the following Reporting Categories: Number:Fractions in Grade 3, Number: Base Ten & Fractions in Grade 4, Geometry & Measurement in Grade 5, Fractions, Ratios, Proportional Relationships in Grade 6, Number: Base Ten, Expressions in Grade 7, and Expressions, Equations, and Functions in Grade 8.

G3.B5.S1 Provide 4th grade students who scored in the Lowest 25% Subgroup in the 2013 Mathematics FCAT 2.0 with opportunities to identify and equivalent fraction when the given fraction is in simplest form.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

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

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B5.S1

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B5.S2 Provide 5th grade students who scored in the Lowest 25% Subgroup in the 2013 Mathematics FCAT 2.0 with opportunities to add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B5.S2

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B5.S2

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B5.S3 Provide 6th grade students who scored in the Lowest 25% Subgroup in the 2013 Mathematics FCAT 2.0 with opportunities to increase fact fluency by incorporating daily fact drills with dual attention on speed and accuracy.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B5.S3

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B5.S3

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B5.S4 Provide 7th grade students who scored in the Lowest 25% Subgroup in the 2013 Mathematics FCAT 2.0 with opportunities to improve their knowledge of rational numbers, properties, and linear equations.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B5.S4

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B5.S4

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G3.B5.S5 Provide 8th grade students who scored in the Lowest 25% Subgroup in the 2013 Mathematics FCAT 2.0 with opportunities to perform one-step operations on real numbers, including radical expressions and absolute values.

Action Step 1

Will use the indicated strategy, making instructional adjustments as needed. Develop engaging lessons, activities, and assessments that support the indicated barrier and strategy. Conduct periodic data chats for student assessments given to ensure that the students are aware of their progress in meeting their individual goals.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, District Assessments, Student Work Samples

Plan to Monitor Fidelity of Implementation of G3.B5.S5

Will monitor the implementation of the identified strategy on an on-going basis. Analyzing the results of Interim assessments as they are released. Conduct classroom observations to ensure that data driven instruction is taking place on an on-going basis. Conduct meetings with staff, students, and parents as needed, on an on-going basis.

Person or Persons Responsible

School Administration, Math Coach, MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G3.B5.S5

Review and monitor formative assessments, making adjustments to instruction as needed.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments, Interim Assessments, Student Work Samples

G4. On the 2013 5th grade Science FCAT 2.0 our level of proficiency was 25%. Our goal for the 2014 5th grade Science FCAT 2.0 is to increase proficiency to 30%, indicating an increase of 5 percentage points.

G4.B1 The area of deficiency for 5th grade students who scored at Level 3 as noted on the 2013 FCAT 2.0 Science administration was the Physical Science category.

G4.B1.S1 Provide classroom opportunities for students to design and develop science and engineering projects to increase scientific thinking.

Action Step 1

Students will engage in the development and discussion of inquiry-based activities that will allow for testing of hypotheses, data analysis, explanation of variables, and experimental design.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lab reports, site generated assessments

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

Following the FCIM, the Administration will monitor the implementation of selected strategies and adjust instruction when needed.

Person or Persons Responsible

Administration team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment data, student lab grades

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM, administration will monitor the implementation of identified strategies and adjust instruction when needed.

Person or Persons Responsible

Administration, Science teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Lab reports, Quizzes/Tests and Interim Assessments

G4.B2 The area of deficiency for 5th grade students who scored at Level 4 or above on the 2013 FCAT 2.0 Science administration was the Life Science category.

G4.B2.S1 Provide classroom opportunities for students to design and develop science and engineering projects to increase scientific thinking.

Action Step 1

Students will engage in the development and discussion of inquiry-based activities that will allow for testing of hypotheses, data analysis, explanation of variables, and experimental design

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student lab reports, Science coach generated assessments

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

Following the FCIM, the Administration will monitor the implementation of identified strategies and adjust instruction when needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM, the Administration will monitor the implementation of identified strategies and adjust instruction when needed.

Person or Persons Responsible

Science Coach, science teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student lab reports, Bi-weekly assessment data

G5. On the 2013 8th grade Science FCAT 2.0 our level of proficiency was not noted due to insufficient number of students which were only 7. Our overall science goals is to increase student proficiency from 21% to 23%.

G5.B1 The area of deficiency for District students at Achievement Level 3, as noted on the 2013 FCAT 2.0 Science administration was Nature of Science.

G5.B1.S1 Develop plan and timeline for the development of student projects and ensure that all students participate in scientific enrichment activities and increase the participation in Science competitions (i.e. Regional Science and Engineering Fair, Fairchild Challenge, etc)

Action Step 1

Students will engage in the development and discussion of inquiry-based activities that will allow for testing of hypotheses, data analysis, explanation of variables, and experimental design.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student projects, lab reports. Assessment data.

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

Following the FCIM, administration will monitor the implementation of identified strategies and adjust instruction when needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly, monthly

Evidence of Completion

Tests and Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM, administration will monitor the implementation of identified strategies and adjust instruction when needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Teacher

Evidence of Completion

Student work (projects, lab reports), Quizzes/Tests and Interim Assessments

G5.B2 The area of deficiency for District students at Achievement Level 4 and above as noted on the 2013 FCAT 2.0 Science administration was Nature of Science.

G5.B2.S1 Provide classroom opportunities for students to design and develop science and engineering projects to increase scientific thinking.

Action Step 1

Students will engage in the development and discussion of inquiry-based activities that will allow for testing of hypotheses, data analysis, explanation of variables, and experimental design.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lab reports, Science Fair Projects

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

Following the FCIM, administration will monitor the implementation of identified strategies and adjust instruction when needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Laboratory reports, Projects

Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM, administration will monitor the implementation of identified strategies and adjust instruction when needed.

Person or Persons Responsible

Administration, Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Science projects, lab reports

G6. Our goal for STEM for the 2014 school year is to increase the amount of activities from 7 to 10 that will increase environmental awareness for the student body with an emphasis on combined use of math and science.

G6.B1 During the 2013 school year the students were offered 7 STEM related activities. The students will be offered 10 activities during the 2014 school year.

G6.B1.S1 Students will be required to participate in the Fairchild Botanic Gardens Challenge.

Action Step 1

Students will participate in different activities in the 2014 Fairchild Challenge.

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Projects, skits, etc

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

Following the FCIM model, periodic reports will be reviewed and strategy adjusted if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Projects, reports, skits, etc

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM model, monthly reports will be reviewed and strategy adjusted if needed.

Person or Persons Responsible

Science Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Fairchild Challenge Projects and final School grade

G6.B2 During the 2013 school year 100% of the students participated in STEM related activities. During the 2014 school year 100% participation will be maintained.

G6.B2.S1 All students will be required to participate in the 2014 Fairchild Challenge.

Action Step 1

Students will be required to participate individually or in groups in the 2014 Fairchild Challenge.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Participation rosters, completion of projects, skits, etc.

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

Following the FCIM model, monthly reports will be reviewed and strategy adjusted if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Participation rosters, Projects, skits, etc.

Plan to Monitor Effectiveness of G6.B2.S1

Following the FCIM model, monthly reports will be reviewed and strategy adjusted if needed.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Participation rosters, Fairchild Challenge Projects

G7. Our goal for the 2014 school year is to increase student exposure to Career and Technology Education by exposing students to at least 2 activities this school year.

G7.B1 During the 2013-14 school year students did not participate or receive in any CTE related activities.

G7.B1.S1 The school will hold a career fair.

Action Step 1

Students will participate in a career fair.

Person or Persons Responsible

Administration, Teachers, Parents

Target Dates or Schedule

May

Evidence of Completion

Participation rosters

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

Following the FCIM model, reports will be reviewed and strategy adjusted if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

May

Evidence of Completion

Participation rosters

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM model, reports will be reviewed and strategy adjusted if needed.

Person or Persons Responsible

Administration, Teachers, Parents

Target Dates or Schedule

May

Evidence of Completion

Participation in Career Fair

G7.B1.S2 Administration will inquire if Teachers or Staff could be industry certified in any CTE courses.

Action Step 1

Teachers and Staff will be surveyed.

Person or Persons Responsible

Administration

Target Dates or Schedule

January

Evidence of Completion

Survey

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Survey

Person or Persons Responsible

Administration

Target Dates or Schedule

January

Evidence of Completion

Survey

Plan to Monitor Effectiveness of G7.B1.S2

Survey

Person or Persons Responsible

Administration

Target Dates or Schedule

January

Evidence of Completion

Survey

G7.B1.S3 Local College and Universities will be invited to visit the school and provide presentations to the students. 8th grade students will complete a survey at the completion of the presentations.

Action Step 1

Contact local Colleges and Universities and schedule presentations for the students. 8th grade students will be asked to complete a survey at the end of the presentation.

Person or Persons Responsible

Administrative team

Target Dates or Schedule

First quarter

Evidence of Completion

Call rosters

Plan to Monitor Fidelity of Implementation of G7.B1.S3

Following the FCIM model, strategy will be adjusted if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

First quarter

Evidence of Completion

Schedule of visits

Plan to Monitor Effectiveness of G7.B1.S3

Following the FCIM model, strategy will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

First quarter

Evidence of Completion

8th grade College/University survey

G8. On the 2013 Civics Baseline our level of proficiency was 34%. Our goal for the 2014 Civics EOC is to increase the level of proficiency to 40%, indicating an increase of 6 percentage points.

G8.B1 The 7th grade students scored 34% proficiency on the District Civics Baseline Exam.

G8.B1.S1 The lowest area of achievement on the District Baseline exam was Government Policies and Political Processes with 27% proficiency.

Action Step 1

Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly, quarterly assessments

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

Following the FCIM model, monthly reports will be reviewed and strategy adjusted if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment data, quarterly exams

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM model, monthly reports will be reviewed and strategy adjusted if needed.

Person or Persons Responsible

Teacher, Administration

Target Dates or Schedule

quarterly

Evidence of Completion

Quarterly assessments, Civics EOC assessment

G9. Our goal for the 2013-14 school year is to use the Early Warning Systems to reduce missed instructional time from 14% to 13%, reduce behavior referrals from 7% to 6%, and reduce failing of courses math from 10% to 9%, Language Arts from 2% to 1%.

G9.B1 In the 2012-13 school year 14% of the students were absent 10% or more of available instructional time. Our goal for the 2013-14 school year is to reduce this number to 13%

G9.B1.S1 Implementation of student attendance incentive activities, parent newsletters, advisor bulletins, and parent conferences to emphasize attendance policies.

Action Step 1

Review attendance records and hold homeroom attendance contests.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance reports

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

Review attendance records.

Person or Persons Responsible

Administrators, teachers, Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance reports.

Plan to Monitor Effectiveness of G9.B1.S1

Review attendance records.

Person or Persons Responsible

Administrators, teachers, Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance reports

G9.B2 In the 2012-13 school year 10% of the Middle School students failed a Mathematics course, 2% the Middle School students failed a English Language Arts course, and % of the students failed two or more courses. Our goal for the 2013-14 school year is to reduce these percentages to: 9%, 1%, and 9% respectively.

G9.B2.S1 Teacher will target literacy in all subjects, beginning in kindergarten. Implement interventions, data chats, and increase parent/ teacher communication in regards to reading proficiency.

Action Step 1

Review FAIR data, Voyager results, interim data, and results on the Achieve3000 database in order to address deficiencies in reading.

Person or Persons Responsible

Teachers, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Data reports, progress reports, interim exams, FCAT 2.0

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

Review FAIR data, Voyager results, interim data, and usage/results on the Achieve3000 database.

Person or Persons Responsible

Administration, Leadership Team, Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Achieve 3000 reports, interim exams, 2014 FCAT 2.0

Plan to Monitor Effectiveness of G9.B2.S1

Review FAIR data, Voyager results, interim data, and results on the Achieve3000 database

Person or Persons Responsible

Teachers, Leadership Team, Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Data reports, Achieve 3000 reports, 2014 FCAT 2.0

G10. The average number of parents in attendance at parent events was 94%. Our goal for the 2014 is to increase parental involvement to 97%, indicating an increase of 3 percentage points.

G10.B1 Many of the parents are unavailable during day or afternoon hours because they work.

G10.B1.S1 Offer parent events / meetings during evening hours to accommodate working families.

Action Step 1

Administer parent survey to determine interests and needs

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Parent Survey results

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

Following the FCIM, the administration will monitor the reports and adjust strategy if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets parent survey results

Plan to Monitor Effectiveness of G10.B1.S1

Following the FCIM, the administration will monitor the reports and adjust strategy if needed.

Person or Persons Responsible

Administration team

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign-sheets, parent survey results

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. On the 2013 Reading FCAT 2.0 our level of proficiency was 42%. Our goal for the 2014 Reading FCAT 2.0 is to increase the level of proficiency to 48%, indicating an increase of 6 percentage points.

G1.B1 The area of deficiency noted for the Hispanic and ED subgroups in READING was Informational Text/Research Process.

G1.B1.S1 Provide opportunities for Hispanic and ED students to use Informational Text to strengthen arguments in order to support their answers.

PD Opportunity 1

Using real world documents included in the Achieve 3000 Program to locate, interpret and organize information.

Facilitator

Achieve 3000 representative

Participants

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly and quarterly monitoring through Coach-made and District exams.

G1.B2 The area of deficiency noted for the ELL subgroup in READING was Reading Application.

G1.B2.S1 Provide opportunities for ELL students to enhance Reading Application skills through using and identifying details from passages to determine main idea, plot, and purpose.

PD Opportunity 1

Compare and contrast a written story or poem.

Facilitator

Achieve 3000

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Biweekly and quarterly assessments, and student work samples.

G2. On the 2013 Writing FCAT 2.0 our level of proficiency was 25%. Our goal for the 2014 Writing FCAT 2.0 is to increase the level of proficiency to 33%, indicating an increase of 8 percentage points.

G2.B1 The area of deficiency noted on the 2012-2013 FCAT 2.0 Writing test for 4th grade was Writing Application due to students support in Writing Conventions.

G2.B1.S1 Provide opportunities for students to improve their Writing Application skills by the use of the correct usage of proper Language Conventions.

PD Opportunity 1

Monitor writing centers and analyze pre and post writing samples.

Facilitator

Reading Coach and District Facilitator

Participants

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment data, student work samples

G2.B2 The area of deficiency noted on the 2012-2013 FCAT 2.0 Writing test for 8th graders in the district was Writing Application due to students support in Writing Conventions.

G2.B2.S1 Provide opportunities for students to improve their Writing Application skills by the use of the correct usage of proper Language Convention.

PD Opportunity 1

Monitor writing centers and analyze pre and post writing samples.

Facilitator

Reading Coach, District Facilitators

Participants

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment data, student work samples

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source		Total
	$0	$0
Total	$0	$0

Budget Details

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

G1. On the 2013 Reading FCAT 2.0 our level of proficiency was 42%. Our goal for the 2014 Reading FCAT 2.0 is to increase the level of proficiency to 48%, indicating an increase of 6 percentage points.

G1.B2 The area of deficiency noted for the ELL subgroup in READING was Reading Application.

G1.B2.S1 Provide opportunities for ELL students to enhance Reading Application skills through using and identifying details from passages to determine main idea, plot, and purpose.

Action Step 1

Compare and contrast a written story or poem.

Resource Type

Resource

Manipulatives for hands-on activities

Funding Source

Amount Needed

G4. On the 2013 5th grade Science FCAT 2.0 our level of proficiency was 25%. Our goal for the 2014 5th grade Science FCAT 2.0 is to increase proficiency to 30%, indicating an increase of 5 percentage points.

G4.B1 The area of deficiency for 5th grade students who scored at Level 3 as noted on the 2013 FCAT 2.0 Science administration was the Physical Science category.

G4.B1.S1 Provide classroom opportunities for students to design and develop science and engineering projects to increase scientific thinking.

Action Step 1

Students will engage in the development and discussion of inquiry-based activities that will allow for testing of hypotheses, data analysis, explanation of variables, and experimental design.

Resource Type

Resource

Science lab/experiment materials-materials and equipment to conduct science research and experiments.

Funding Source

Amount Needed

G5. On the 2013 8th grade Science FCAT 2.0 our level of proficiency was not noted due to insufficient number of students which were only 7. Our overall science goals is to increase student proficiency from 21% to 23%.

G5.B1 The area of deficiency for District students at Achievement Level 3, as noted on the 2013 FCAT 2.0 Science administration was Nature of Science.

G5.B1.S1 Develop plan and timeline for the development of student projects and ensure that all students participate in scientific enrichment activities and increase the participation in Science competitions (i.e. Regional Science and Engineering Fair, Fairchild Challenge, etc)

Action Step 1

Students will engage in the development and discussion of inquiry-based activities that will allow for testing of hypotheses, data analysis, explanation of variables, and experimental design.

Resource Type

Resource

Achieve 3000-an online program used to strengthen literacy through the use of informational text.

Funding Source

Amount Needed