



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Excelsior Language Academy Of Hialeah

369 E 10TH ST
Hialeah, FL 33010
305-883-8359

<http://www.excelsiorlanguageacademy.com>

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
97%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
99%

School Grades History

2013-14
B

2012-13
A

2011-12
B

2010-11
B

2009-10
C

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Excelsior Language Academy Of Hialeah

Principal

Monica Cueto/Claudia Trilles

School Advisory Council chair

Claudia Trilles

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

Name	Title
Monica Cueto	Principal
Maydelin Beceiro	Assistant Principal
Sandra Redero	Elementary
Pilar Piedrahita	Elementary

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The SAC membership will include:

Monica Cueto, Principal
 Maydelin Beceiro, Assistant Principal
 Sandra Redero, Teacher
 Pillar Piedrahita, Teacher

Involvement of the SAC in the development of the SIP

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

- Assistance in the establishment of school improvement planning team with clear roles and responsibilities;
- Reviewed the teams self-assessment, of current school practices and programs designed to improve student achievement.
- Reviewed student performance data and determine achievement gaps (which students are falling

behind and in which areas);

- Reviewed the teams evaluation of possible contributing factors (conditions, issues, practices, or policies) and provided additional input;
- Reviewed the action plan developed by the team and provided feedback;
- Will ensure the plan is monitored for effectiveness as well as timely implementation

Activities of the SAC for the upcoming school year

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

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

The projected use of SAC funds (\$435 total @ \$5.00 per student)include:

- The provision of student incentives for interventions in reading, writing, mathematics and science.
 - Supplemental reading materials for small-group instruction.
- Web based tutorial programs.

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

Not In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Monica Cueto/Claudia Trilles

Principal

Years as Administrator: 14

Years at Current School: 1

Credentials

Bachelors of Arts
 Master's in Elementary Education
 Specialist in Educational Leadership
 Doctoral Candidate, Educational Leadership and Supervision

Performance Record

YEAR GRADE PTS READING MATH WRITING SCIENCE
 12-13 A 633 79% 76% 79% 73 %
 11-12 A 608 82% 81% 91% 54%

Maydelin Beceiro

Asst Principal	Years as Administrator: 1	Years at Current School: 1
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Credentials
 Bachelors in Elementary Education
 Masters in Varying Exceptionalities
 Specialist in Educational Leadership
 ESOL Endorsed

Performance Record
 12' 11' 10' 09'
 School Grade A A A A
 AYP % 100% 100% 100%
 High Standards Rdg. % 91% 89% 87%
 High Standards Math % 93% 93% 90%
 Lrng Gains-Rdg. % 76% 79% 83%
 Lrng Gains-Math % 76% 67% 78%
 Gains-Rdg-25% % 69% 71% 71%
 Gains-Math-25% % 81% 67% 70%

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Credentials

Performance Record

Classroom Teachers

of classroom teachers

6

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

83%

certified in-field

6, 100%

ESOL endorsed

6, 100%

reading endorsed

0, 0%

with advanced degrees

1, 17%

National Board Certified

0, 0%

first-year teachers

1, 17%

with 1-5 years of experience

2, 33%

with 6-14 years of experience

4, 67%

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

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

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

- Posting on job recruitment websites, such as www.teacher-teacher.com
- Attend district job and recruitment fairs
- Communicate with colleges and universities (advisers, professors, and career centers) to solicit referrals of quality interns and graduates
- Provide effective teachers with schools-based leadership opportunities
- Provide instructional support to teachers through collaborative planning, modeling , coaching and professional development

Teacher Mentoring Program/Plan

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

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

The following outlines the school's teacher mentoring plan:

Mentor's Name is Ms Sandra Redero

Mentee Assigned to Ms Redero is Ms Maria Arroliga

Rationale for Pairings:

One-to-one mentoring for 1st year teachers

Planned mentoring activities:

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

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

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

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

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

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

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

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

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

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

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's

SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

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

Tier 1(Leadership Team)

Administrators, Monica Cueto and Maydelin Beceiro, will schedule and facilitate regular Rtl meetings, ensure attendance of team members,ensure follow up of action steps, allocate resources; In addition to the school administrators the school's Leadership Team will include the following members who will carry

out SIP planning and MTSS problem solving

- School reading and math teachers (Redero and Peidrahita)
- Special education personnel (Beceiro)

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus,

infrastructure, and implementation of building level MTSS.

Tier 2

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

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

Tier 3 SST

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

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

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

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- 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
- Referrals to special education programs

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

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

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

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>). A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Monica Cueto	Principal
Maydelin Beceiro	Assistant Principal
Sandra Redero	Teacher
Pllar Piedrahita	Teacher

How the school-based LLT functions

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

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

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

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

Major initiatives of the LLT

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

- Hold weekly teacher team meetings to discuss students they have in common and to align instruction. These regular meetings will allow for teachers to plan for consistency in instruction across subject areas that will ensure a comprehensive and coordinated literacy program.
- Increase the use of technology as a medium for literacy. Technology will be used as an instructional tool and to provide support for struggling students.
- Implementation of the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring levels of text and amount of student reading.
- Complete an Assessment/Curriculum Decision Tree to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to create capacity of reading knowledge

within the school.

- Assist in promoting independent reading by providing classroom libraries so that structured independent reading will be incorporated into all reading classes as indicated through the Comprehensive Intervention Reading Program (CIRP).
- Provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice.
- Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms).
- Provide professional development based upon student assessment data, classroom observational data, the professional development listed on the teachers' IPDP form, and district and state reading requirements that could impact reading instruction at the school.
- Use student assessment data to evaluate the resources needed to meet the needs of teachers and students and include resources in a professional library established for all staff when applicable

Every Teacher Contributes to Reading Instruction

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

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

- * consider student performance in relation to standards.
- * consider effectiveness of classroom reading instruction.
- * consider time spent on reading instruction.

2. Develop a detailed plan for professional development that teaches the strategies that can be used school-wide.

The strategies are:

- * Read - Alouds
- * K-W-L Charts
- * Graphic Organizers
- * Vocabulary Instruction
- * Writing to Learn
- * Structured Note-Taking
- * Reciprocal Teaching

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Transition to Kindergarten Plan:
Goals and Strategies

1. Develop a set coordinated transition and orientation to kindergarten experiences that result in children that are ready to be successful and ensure our school is ready to receive children and their families.
 - Provide coordinated and consistent communication, such as informational materials/letters, and events for families' of young children about early development, learning and transition to kindergarten. ACE will communicate about these activities and plan, advertise and implement transition/orientation activities for young children.

- Provide information, support and opportunities for Pre-K and Kindergarten teachers to learn about and engage in meaningful transition activities
 - Develop support materials on a variety of transition activities, schedule and structure collaboration between teachers so that they can network and share learning and establish a team that will coordinate/direct transition activities for Pre-K and Kindergarten teachers.
- 2. Assess incoming kindergarten student on each of the five domains of development to inform, plan and develop effective school readiness and transition initiatives
 - Gather information about the pre-k students' child care and early experiences prior to entering kindergarten.
 - Implement a kindergarten assessment that assess students in the five domains:
 - Cognitive development,
 - Language and communication,
 - Health and physical development,
 - Social and emotional development, and
 - Approaches to learning
 - Develop protocol for using any health assessments as a source of data for the health and physical development domain.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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

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

ELA will promote academic and career planning by:

1. Examining the policies and practices that govern entrance into rigorous classes. Develop a master schedule that speaks to this purpose.
2. Collaborate with teachers to develop rigorous courses.

The focus on each level:

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

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

Strategies for improving student readiness for the public postsecondary level

Considering the demand for workers with higher levels of education and the known challenges for basic skills students, ELA will promote the creation of pathways that enable students to move into high school

and lay the groundwork for a post secondary education and training programs, complete credentials and transition in to careers or to four year colleges. ELA will implement the following strategies to :

- * Create a program that eases the transition to post secondary education by integrating basic skills instruction with higher level academic content or technical skills training; dualy enroll basic skills students in occupational or academic coursework; contextualize basic skills instruction with occupational skills training or college-level academic content;

- * Require that college academic assessment be coupled with personalized academic and career guidance so that students can find the best fit for their skills and goals among developmental options connected to college and career pathways; Promote collegial aspirations with achievable milestones and set goals for performance measures that give developmental education program incentives to prepare students to enroll in and succeed in college.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	57%	No	65%
American Indian				
Asian				
Black/African American				
Hispanic	63%	57%	Yes	66%
White	42%	0%	Yes	48%
English language learners	47%	41%	Yes	52%
Students with disabilities	30%	35%	Yes	37%
Economically disadvantaged	60%	54%	Yes	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	25%	28%
Students scoring at or above Achievement Level 4	92	24%	25%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		73%	76%

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)	118	54%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	55	25%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	66	30%	37%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	66	52%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	54%	Yes	53%
American Indian				
Asian				
Black/African American				
Hispanic	48%	55%	Yes	54%
White	42%		No	48%
English language learners	38%	44%	Yes	44%
Students with disabilities	33%	20%	No	40%
Economically disadvantaged	48%	54%	Yes	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	25%	28%
Students scoring at or above Achievement Level 4	92	28%	25%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		73%	76%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		94%	95%
Middle school performance on high school EOC and industry certifications		90%	91%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	22%	26%
Students scoring at or above Achievement Level 4	16	25%	27%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	14%	19%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		12%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		2
Participation in STEM-related experiences provided for students	0	0%	20%

Area 6: Career and Technical Education (CTE)

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

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			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

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

Teachers and Administration will maintain close communication with parents to participate in school-wide events, meetings, and training's. Parent Involvement Instructional materials will be readily available in the Media Center. Personnel will provide parent workshops and training's to communicate school activities, events, and understanding of school curriculum and parental involvement requirements. In addition, school personnel will assist parents with instruction with internet/software programs in order to facilitate the home and school communication and learning environment.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** ELA's attendance goal is to decrease students who miss 10% or more days to 7%. Also, to reduce the percentage of students retained to 1%, and students who are not proficient in reading by 3rd grade to 48%. ELA's suspension goal is to maintain 0%.
- G2.** Excelsior Language Academy's performance of all students scoring at or above Level 3 on the 2013 Reading FCAT 2.0 is 27%. The goal is to improve student achievement by increasing the percentage of students achieving proficiency 34%.
- G3.** In alignment with Florida's STEM Education Initiative, ELA's goals is to ensure a curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- G4.** Strengthen Career and Technical Education (CTE) by increasing the use of Career Academy National Standards of Practice. Increase STEM learning opportunities for students, using CTE curriculum.
- G5.** ELA's student performance data indicates that 52 % of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is 57 %.
- G6.** Excelsior Language Academy's performance of students scoring at or above Level 3 on the Mathematics 2013 FCAT 2.0 is 25 %. The target goals for the 2014 FCAT 2.0 is 53%.
- G7.** The goal for the 2013-2014 school year is to improve student achievement by increasing the percentage students achieving level 3 in Science by 8 percentage points.

Goals Detail

G1. ELA's attendance goal is to decrease students who miss 10% or more days to 7%. Also, to reduce the percentage of students retained to 1%, and students who are not proficient in reading by 3rd grade to 48%. ELA's suspension goal is to maintain 0%.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- The barrier for students who miss 10% or more days of school has been attributed to student illnesses as well as economic situations at home due to parents' inability to transport the students to school and information on how to promote health and wellness for their children. Additionally, parents may not fully understand the impact associated with student attendance and academic progress. The barrier to decreasing student tardiness is chronic fatigue/tiredness of students.
- The barrier to students with 2 or more behavior referrals/one or more that lead to suspension has been noted as the students' misunderstanding and unawareness of proper behavior in a school setting and the consequences that result from improper behavior.
- The barrier to reducing the number of students being retained is early identification of at-risk students and implementation of interventions to enhance success
- The barrier to reducing the number of students who are not proficient in reading by grade 3 lack of interventions on targeted literacy skills.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Excelsior Language Academy's performance of all students scoring at or above Level 3 on the 2013 Reading FCAT 2.0 is 27%. The goal is to improve student achievement by increasing the percentage of students achieving proficiency 34%.

Targets Supported

- All Areas
- Reading (FCAT2.0)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Various resources

Targeted Barriers to Achieving the Goal

- ELA's student performance indicated the students scoring at Achievement Level 3 in reading on the 2013 FCAT were 27%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 to 34%. The area of deficiency noted on the 2013

administration of the FCAT 2.0 Reading assessment was reporting category 3 - Literary Analysis.

- ELA's student performance indicated that students scoring at or above Achievement Level 4 on the 2013 FCAT 2.0 Reading was 28% and strives to improve that percentage by 4 percentage points.
- ELA's student performance data reflected that 48% of students in the lowest 25% made learning gains on the 2013 FCAT Reading. ELA strives to increase the percentage of students making learning gains by 5 percentage points. Struggling students typically have a very limited vocabulary and poor word attack and context clue skills. Additionally, students seem to grasp the general comprehension benchmark questions, however, questions containing any type of inferencing, drawing conclusions, or implied meaning has proven to be an obvious weakness
- ELA's student performance data reflected that 85% of students in the lowest 25% made learning gains on the 2013 FCAT Reading. ELA strives to increase the percentage of students making learning gains by 2 percentage points. Struggling students typically have a very limited vocabulary and poor word attack and context clue skills. Additionally, students seem to grasp the general comprehension benchmark questions, however, questions containing any type of inferencing, drawing conclusions, or implied meaning has proven to be an obvious weakness
- ELA's student performance data indicates that 54% of students scored proficient in listening/ speaking on the CELLA. The goal for the 2014 CELLA is to increase proficiency by 5 percentage points.
- ELA's student performance data indicates that 30% of students scored proficient in writing on the CELLA. The goal for the 2014 CELLA is to increase proficiency by 7 percentage points.
- ELA's student performance data indicates that 25% of students scored proficient in Reading on the CELLA. The goals for the 2014 CELLA is to increase proficiency by 8 percentage points.

Plan to Monitor Progress Toward the Goal

Provide ongoing opportunities to plan within and across grade levels and increase literary analysis by providing explicit instruction in each content focus of Reading Application and Vocabulary.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule:

Bi-Weekly and ongoing

Evidence of Completion:

Lesson Plans, Walkthroughs, Data Chats, Student Assessments and District/State Evaluative Tools.

G3. In alignment with Florida's STEM Education Initiative, ELA's goals is to ensure a curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.

Targets Supported

- STEM

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. Strengthen Career and Technical Education (CTE) by increasing the use of Career Academy National Standards of Practice. Increase STEM learning opportunities for students, using CTE curriculum.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Student reading and or interpreting Math data of CTE students. Perkins Grant Accountability district data of Math and Reading targets of CTE.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule:

Semi-Annually

Evidence of Completion:

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

G5. ELA's student performance data indicates that 52 % of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is 57 %.

Targets Supported

- Writing

Resources Available to Support the Goal

- Triumph Learning Series Florida Writing Coach

Targeted Barriers to Achieving the Goal

- As noted on the 2013 FCAT Writing Assessment, the area of deficiency is focus and organization.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule:

Monthly and On-going

Evidence of Completion:

Writing assessments (District and State) School based assessment

G6. Excelsior Language Academy's performance of students scoring at or above Level 3 on the Mathematics 2013 FCAT 2.0 is 25 %. The target goals for the 2014 FCAT 2.0 is 53%.

Targets Supported

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

Resources Available to Support the Goal

- Online intervention and supplemental programs

Targeted Barriers to Achieving the Goal

- The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for grades 3-5 is Geometry and Measurement at 43%.
- The area of deficiency noted on the 2013 administration of the FCAT Mathematics assessment was SWD subgroup at a 20%.
- Excelsior Language Academy's performance of students scoring at Level 3 on the 2013 FCAT 2.0 is 0%. The goal for the 2013-2014 school year is to improve student achievement by increasing the percentage of students achieving level 3 by 10 percentage points
- ELA's student performance data reflected that students' making learning gains on the 2013 FCAT is 2.5%. The goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 10 percentage points. The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for grades 3-5 is Number: Operations, Problems and Statistics with students that made learning gains.
- The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for grades 3-5 is Number: Base Ten and Fractions with students that are in the lowest 25% that made learning gains.

Plan to Monitor Progress Toward the Goal

Excelsior Language Academy's performance of students scoring at or above Level 3 on the 2013 FCAT 2.0 is 2.5%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 by 12 %age points.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Weekly, quarterly and annually

Evidence of Completion:

Results from: •Formative: Interim and schoolbased/ classroom assessments •Summative: 2014 FCAT 2.0 Assessment

G7. The goal for the 2013-2014 school year is to improve student achievement by increasing the percentage students achieving level 3 in Science by 8 percentage points.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science.

- The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science with students that achieved Level 3.
- The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Life Science with students that achieved Level 4 and above.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. ELA's attendance goal is to decrease students who miss 10% or more days to 7%. Also, to reduce the percentage of students retained to 1%, and students who are not proficient in reading by 3rd grade to 48%. ELA's suspension goal is to maintain 0%.

G1.B1 The barrier for students who miss 10% or more days of school has been attributed to student illnesses as well as economic situations at home due to parents' inability to transport the students to school and information on how to promote health and wellness for their children. Additionally, parents may not fully understand the impact associated with student attendance and academic progress. The barrier to decreasing student tardiness is chronic fatigue/tiredness of students.

G1.B1.S1 Identify students with a positive attendance record and provide regard systems to help motivate positive attendance without the school. • Establish school environments that support healthy eating and physical activity. • Provide students with health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention. • Identify and refer students who may be developing a pattern of non-attendance to the Leadership Team for intervention services

Action Step 1

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

Person or Persons Responsible

Attendance Clerk

Target Dates or Schedule

Monthly and On-going

Evidence of Completion

Attendance Bulletins

Facilitator:

Attendance clerk and administrative team

Participants:

grade levels

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and on-going

Evidence of Completion

Attendance Bulletin Data Chats

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

Attendance Bulletins

G1.B2 The barrier to students with 2 or more behavior referrals/one or more that lead to suspension has been noted as the students' misunderstanding and unawareness of proper behavior in a school setting and the consequences that result from improper behavior.

G1.B2.S1 Utilize the Student Code of Conduct by providing incentives through the implementation of District Implementation of a School wide Discipline Plan. • Conduct parent workshops to provide parents with an overview/understanding of the behavioral model. • Provide counseling for the student and parent through "alternate to suspension" and assistance from outside agencies, such as local law enforcement

Action Step 1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly and On-going

Evidence of Completion

Student Handbook ISIS Parent workshop sign-in sheets Discipline Plan

Facilitator:

Administration

Participants:

Professional Learning Communities and grade levels

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly and On-going

Evidence of Completion

ISIS Reports on discipline and behavior

Plan to Monitor Effectiveness of G1.B2.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly and On-going

Evidence of Completion

ISIS report

G1.B3 The barrier to reducing the number of students being retained is early identification of at-risk students and implementation of interventions to enhance success

G1.B3.S1 Instructional Match. Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep these students confident and invested in learning. 2. Scaffolding. Provide 'scaffolding' support (individual instructional modifications) to students as necessary to help them to master a new task or keep up with more advanced learners. Examples of scaffolding strategies include reducing the number of problems assigned to a student, permitting the student to use technological aids (e.g., word processing software which predicts student word selection to reduce keyboarding), and using cooperative learning groups that pool the group's knowledge to complete assignments. 3. Step-by-Step Strategies. For complex, conceptually difficult, or multi-step academic operations, break these operations down into simple steps. Teach students to use the steps. When students are just acquiring a skill, you may want to create a poster or handout for students to refer to that lists the main steps of strategies that they are to use. 4. Modeling & Demonstration. Model and demonstrate explicit strategies to students for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them. 5. Performance Feedback. Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement. Prompt guidance and feedback will prevent students from accidentally 'learning' how to perform a skill incorrectly! 6. Opportunities to Drill & Practice to Strengthen Fragile Skills. As students become more proficient in their new skills and can work independently, give them lots of opportunities to drill and practice to strengthen the skills. Whenever possible, make student practice sessions interesting by using game-like activities; coming up with real-world, applied assignments; or incorporating themes or topics that the student finds interesting. 7. Student 'Talk-Through' Activities. When students appear to have successfully learned a skill, set up activities for them to complete and ask the students to 'talk' you through the activity (i.e., announce each step that they are taking, describe their problem-solving strategies aloud, describe any road-blocks that they run into and tell you how they will go about solving them, etc.

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on targeted skills/concepts and analysis of student performance data to identify struggling students for additional Weekly and ongoing Lesson Plans Intervention Logs Student performance data to identify struggling students for additional support
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Monthly and On-going

Evidence of Completion

Lesson Plans Intervention Logs Student Assessments IFC's

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Administrative Data Chats Classroom Walkthroughs Teacher Evaluations

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Assessment Data

G1.B4 The barrier to reducing the number of students who are not proficient in reading by grade 3 lack of interventions on targeted literacy skills.

G1.B4.S1 1. Instructional Match. Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep these students confident and invested in learning. 2. Scaffolding. Provide 'scaffolding' support (individual instructional modifications) to students as necessary to help them to master a new task or keep up with more advanced learners. Examples of scaffolding strategies include reducing the number of problems assigned to a student, permitting the student to use technological aids (e.g., word processing software which predicts student word selection to reduce keyboarding), and using cooperative learning groups that pool the group's knowledge to complete assignments. 3. Step-by-Step Strategies. For complex, conceptually difficult, or multi-step academic operations, break these operations down into simple steps. Teach students to use the steps. When students are just acquiring a skill, you may want to create a poster or handout for students to refer to that lists the main steps of strategies that they are to use. 4. Modeling & Demonstration. Model and demonstrate explicit strategies to students for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them. 5. Performance Feedback. Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement. Prompt guidance and feedback will prevent students from accidentally 'learning' how to perform a skill incorrectly. 6. Opportunities to Drill & Practice to Strengthen Fragile Skills. As students become more proficient in their new skills and can work independently, give them lots of opportunities to drill and practice to strengthen the skills. Whenever possible, make student practice sessions interesting by using game-like activities; coming up with real-world, applied assignments; or incorporating themes or topics that the student finds interesting. 7. Student 'Talk-Through' Activities. When students appear to have successfully learned a skill, set up activities for them to complete and ask the students to 'talk' you through the activity (i.e., announce each step that they are taking, describe their problem-solving strategies aloud, describe any road-blocks that they run into and tell you how they will go about solving them, etc.). 8. Periodic Review. Once students have mastered a particular academic skill, the instructor will quickly move them on to a more advanced learning objective. However, the teacher should make sure that students retain previously mastered academic skills by periodically having them review that material. Periodic review is often overlooked but is a powerful method for keeping students' academic skills sharp. 9. Progress Monitoring. Teachers can verify that students are making appropriate learning progress only when they are able to measure that progress on a regular basis. The instructor may want to consider information from several assessment approaches to monitor student progress: e.g., curriculum-based assessment, accuracy and completeness of student assignments, student 'talk-through' demonstrations of problem-solving, etc.

Action Step 1

Provide ongoing opportunities to plan within and across grade Ongoing Lesson Plans and Teachers levels • Provide intervention to address the needs of students identified as “non-mastery students”. • Provide explicit instruction in each content focus.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans Classroom Walk throughs Teacher Evaluations Student Assessment

Facilitator:

Participants:

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Walkthroughs Teacher Evaluations Administrative Data Chats Student Assessment Data

Plan to Monitor Effectiveness of G1.B4.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Assessment Data

G2. Excelsior Language Academy's performance of all students scoring at or above Level 3 on the 2013 Reading FCAT 2.0 is 27%. The goal is to improve student achievement by increasing the percentage of students achieving proficiency 34%.

G2.B1 ELA's student performance indicated the students scoring at Achievement Level 3 in reading on the 2013 FCAT were 27%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 to 34%. The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 3 - Literary Analysis.

G2.B1.S1 The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 3– Literary Analysis. Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies into our Language Arts/Reading classes on a weekly basis. •Provide intervention to address the needs of students identified as “non-mastery students”. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students’ needs, such as:

Action Step 1

Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies into our Language Arts/ Reading classes on a weekly basis. Provide explicit instruction in each content focus Literary Analysis.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Weekly Lesson Plans Grade level Meetings Classroom Walkthroughs Teacher evaluations Data Chats

Facilitator:

Administrative team and district personnel

Participants:

grade levels and support staff

Action Step 2

Monitor the fidelity through the collection of data, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled checks, which provide the principal with progress updates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly and Ongoing

Evidence of Completion

Administrative Data Chats Student Assessments Continuous Improvement Model Implementation

Facilitator:

District personnel

Participants:

grade levels and administrative team

Action Step 3

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

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-throughs Instructional Focus Calendars School/District and State Assessments

Facilitator:

Administrative team

Participants:

grade levels and support staff

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 ELA's student performance indicated that students scoring at or above Achievement Level 4 on the 2013 FCAT 2.0 Reading was 28% and strives to improve that percentage by 4 percentage points.

G2.B2.S1 The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 4 – Informational Text and Research Process • Use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. • Make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears • Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach. • Instructional strategies will include, but not limited to: - text feature chart, and - text feature analysis

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies into our Language Arts/Reading classes on a weekly basis.
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of Informational Text and Research Process.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and Ongoing

Evidence of Completion

Intervention Log Meeting Agenda and Notes Signin Sheet Student performance data

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

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

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Bi-Weekly and on-going

Evidence of Completion

Assessment Results Student performance data

Plan to Monitor Effectiveness of G2.B2.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every two weeks and on-going

Evidence of Completion

Assessment Results Student Performance Data

G2.B3 ELA's student performance data reflected that 48% of students in the lowest 25% made learning gains on the 2013 FCAT Reading. ELA strives to increase the percentage of students making learning gains by 5 percentage points. Struggling students typically have a very limited vocabulary and poor word attack and context clue skills. Additionally, students seem to grasp the general comprehension benchmark questions, however, questions containing any type of inferencing, drawing conclusions, or implied meaning has proven to be an obvious weakness

G2.B3.S1 The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 1 and 2 – Vocabulary and Reading Application for the lowest 25%. Struggling students typically have a very limited vocabulary and poor word attack and context clue skills. Additionally, students seem to grasp the general comprehension benchmark questions, however, questions containing any type of inferencing, drawing conclusions, or implied meaning has proven to be an obvious weakness Strategies: • Teachers will focus half the lesson on vocabulary development. Utilizing word walls/jars, vocabulary readers, word arrays, vocabulary concept maps, and other authentic vocabulary development activities daily which will build students' knowledge of word meaning, word relationships, and context clue strategies. • Also, teachers will engage students in Reciprocal Reading strategies on a weekly basis.

Action Step 1

Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies into our Language Arts/Reading classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as:

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Weekly and On-going

Evidence of Completion

Lesson Plans Intervention Logs Planning Meeting Agendas/Notes/Logs Assessment data

Plan to Monitor Fidelity of Implementation of G2.B3.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Data Chats Planning Meeting Agenda/Notes Assessment Data

Plan to Monitor Effectiveness of G2.B3.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every two weeks - ongoing

Evidence of Completion

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

G2.B4 ELA's student performance data reflected that 85% of students in the lowest 25% made learning gains on the 2013 FCAT Reading. ELA strives to increase the percentage of students making learning gains by 2 percentage points. Struggling students typically have a very limited vocabulary and poor word attack and context clue skills. Additionally, students seem to grasp the general comprehension benchmark questions, however, questions containing any type of inferencing, drawing conclusions, or implied meaning has proven to be an obvious weakness

G2.B4.S1 The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 1 and 2 – Vocabulary and Reading Application for the lowest 25%. Struggling students typically have a very limited vocabulary and poor word attack and context clue skills. Additionally, students seem to grasp the general comprehension benchmark questions, however, questions containing any type of inferencing, drawing conclusions, or implied meaning has proven to be an obvious weakness Strategies: • Teachers will focus half the lesson on vocabulary development. Utilizing word walls/jars, vocabulary readers, word arrays, vocabulary concept maps, and other authentic vocabulary development activities daily which will build students' knowledge of word meaning, word relationships, and context clue strategies. • Also, teachers will engage students in Reciprocal Reading strategies on a weekly basis.

Action Step 1

Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies into our Language Arts/Reading classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as:

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Weekly and On-Going

Evidence of Completion

Lesson Plans Intervention Logs Planning Meeting Agendas/Notes/Logs Assessment data

Action Step 2

Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies into our Language Arts/Reading classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students’ needs, such as:

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Weekly and On-Going

Evidence of Completion

Lesson Plans Intervention Logs Planning Meeting Agendas/Notes/Logs Assessment data

Plan to Monitor Fidelity of Implementation of G2.B4.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly and on-going

Evidence of Completion

Data Chats Planning Meeting Agenda/Notes Assessment Data

Plan to Monitor Effectiveness of G2.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B5 ELA's student performance data indicates that 54% of students scored proficient in listening/speaking on the CELLA. The goal for the 2014 CELLA is to increase proficiency by 5 percentage points.

G2.B5.S1 As noted on the 2013 CELLA assessment, an area of deficiency was listening and speaking. Students were unable to speak in English and understand spoken English that is at or above grade level due to the limited exposure to English at home. • Students participate in shared reading by listening to a passage and extracting the main idea. • Students participate in shared reading, asking them to identify the main idea. • Use of Simple, Direct Language : Monitor and adapt speech to ELL students: In using English with ELL students, the teacher should also listen carefully to his/her own language use and try to adapt it to meet the students' level of understanding of English. For example, the following can help a student gain a better understanding of what is being said: - restate complex sentences as a sequence of simple sentences; - avoid or explain use of idiomatic expressions (repeated and correct exposure to idioms can build understanding and give students confidence to use the idioms themselves). - restate at a slower rate when needed, but make sure that the pace is not so slow that normal intonation and stress patterns become distorted; - pause often to allow students to process what they hear; - provide specific explanations of key words and special or - technical vocabulary, using examples and nonlinguistic props when possible; use everyday language; and - provide explanations for the indirect use of language (i.e., indirect management strategies may need to be explained. For example, an ELL student may understand the statement; "I like the way Mary is sitting" merely as a simple statement rather than as a referenced example of good behavior).

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies for ELLs in the Language Arts/Reading classes on a weekly basis.
- Provide interventions to address the needs of ELL students identified in need of additional support. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as:

Person or Persons Responsible

Administration and ELL Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Intervention Logs Lesson Plans Meeting Agendas/Notes

Plan to Monitor Fidelity of Implementation of G2.B5.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly and on-going

Evidence of Completion

Meeting Agendas and notes Assessment data Monitor Effective What When Evidence

Plan to Monitor Effectiveness of G2.B5.S1

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

Person or Persons Responsible

Administration and ELL Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Progress monitoring reports Assessment Results

G2.B6 ELA's student performance data indicates that 30% of students scored proficient in writing on the CELLA. The goal for the 2014 CELLA is to increase proficiency by 7 percentage points.

G2.B6.S1 As noted on the 2013 CELLA and FCAT Assessments, an area of deficiency was writing. Students have not mastered an understanding of conventions/grammar as well as lack the ability to organize thoughts/brainstorm in preparation for writing. • Promote school wide standards for grammar, structure, syntax, semantics, usage, and mechanics in writing. •Develop school wide writing standard by developing/ composing posters. • Teachers will work collaboratively with ELL teacher during planning. • Create a topic board with sticky notes to record topics students discuss and post them. •Encourage illustrations and provide graphic organizers • Provide time for peer- to-peer and student-to-teacher discussion prior to writing • Students will write or dictate their stories in their native language • Establish Writer's Circles and exposure to wide variety of writing experiences (journaling, letter writing, poetry, stories)

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies for ELLs in the Language Arts/Reading classes on a weekly basis. • Provide interventions to address the needs of ELL students identified in need of additional support. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students'

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly and on going

Evidence of Completion

Planning Meeting Agendas/Notes Classroom Walkthroughs Intervention Logs Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B6.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly and On going

Evidence of Completion

Meeting agendas/notes Student Performance Data Assessment results

Plan to Monitor Effectiveness of G2.B6.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

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

G2.B7 ELA's student performance data indicates that 25% of students scored proficient in Reading on the CELLA. The goals for the 2014 CELLA is to increase proficiency by 8 percentage points.

G2.B7.S1 As noted on the 2013 CELLA and FCAT Assessments, an area of deficiency was reading, specifically Vocabulary. Students require support in higher order thinking /critical thinking skills as well as support to improve comprehension of vocabulary • Build academic vocabulary in English through small group direct instruction across the Language Arts curriculum. • Key vocabulary is emphasized and presented in various contexts to the students. When appropriate, teachers may take advantage of students' first language only if the language shares cognates with English and ensuring that ELLs know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement. • Students will use context clues to determine the meaning of unfamiliar words. • Students will explain how text features (e.g. charts, maps, diagrams, sub-headings, captions, illustrations, and graphs) aid readers understanding • Instructional strategies will include, but not limited to: - Modeling - Think Aloud - Use Task Cards - Focus on Key Vocabulary - Vocabulary with Context Clues - Vocabulary Improvement Strategy (VIS) - Use Multiple Meaning Words - Interactive Word Walls - Use of Cognates - Word Banks/ Vocabulary Notebooks - Structural Analysis - Heritage Language/English Dictionary

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies for ELLs in the Language Arts/Reading classes on a weekly basis.
- Provide interventions to address the needs of ELL students identified in need of additional support. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as:

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and on-going

Evidence of Completion

Lesson Plans Intervention Logs Planning Meeting Agendas/Notes

Plan to Monitor Fidelity of Implementation of G2.B7.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and on-going

Evidence of Completion

Progress Meeting Notes Data Chats Assessment data

Plan to Monitor Effectiveness of G2.B7.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student performance data Instructional Plans

G3. In alignment with Florida's STEM Education Initiative, ELA's goals is to ensure a curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.

G3.B1 Noted barriers to STEM implementation is the limited exposure to effective instruction that capitalizes on students' early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest. Additionally, increased exposure to a coherent structured curriculum that fosters project-based learning and connects STEM principles to instruction, coursework and educational practices.

G3.B1.S1 Project-based learning with integrated content across STEM subjects • Connections to effective in- and out of- school STEM programs • Integration of technology and virtual learning • Authentic assessment and exhibition of STEM skills • Professional development on integrated STEM curriculum, community/industry partnerships and connections with postsecondary education connections • Outreach, support and focus on underserved, especially minorities and economically disadvantaged

Action Step 1

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

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

STEM Implementation Rubric Classroom Assessments Teacher Observations

Facilitator:

Administrative team and District personnel

Participants:

grade level and instructional support staff

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Data Chats Planning meeting agendas and notes STEM Implementation Plan

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Collaborative Planning Meeting agendas and notes Classroom Walkthrough Logs Lesson Plans

G4. Strengthen Career and Technical Education (CTE) by increasing the use of Career Academy National Standards of Practice. Increase STEM learning opportunities for students, using CTE curriculum.

G4.B1 Noted barriers to STEM implementation is the limited exposure to effective instruction that capitalizes on students' early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest. Additionally, increased exposure to a coherent structured curriculum that fosters project-based learning and connects STEM principles to instruction, coursework and educational practices.

G4.B1.S1 Project-based learning with integrated content across STEM subjects • Connections to effective in- and outof- school STEM programs • Integration of technology and virtual learning • Authentic assessment and exhibition of STEM skills • Professional development on integrated STEM curriculum, community/industry partnerships and connections with postsecondary education connections • Outreach, support and focus on underserved, especially minorities and economically disadvantaged

Action Step 1

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

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly and On-going

Evidence of Completion

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

Facilitator:

Administrative team and District Curriculum Personnel

Participants:

gradelevels and instructional support staff

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and on-going

Evidence of Completion

Data Chats Planning meeting agendas and notes STEM Implementation Plan

Plan to Monitor Effectiveness of G4.B1.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Collaborative Planning Meeting agendas and notes Classroom Walkthrough Logs Lesson Plans

G5. ELA's student performance data indicates that 52 % of students scored at or above 3.5 on the FCAT 2.0 Writing. The goal for the 2014 FCAT Writing is 57 %.

G5.B1 As noted on the 2013 FCAT Writing Assessment, the area of deficiency is focus and organization.

G5.B1.S1 Explicitly teach how to clearly present and maintain the main idea, theme, or unifying point. • Foster students' consistent awareness of the topic and how to avoid loosely related or extraneous information. Model for students how to develop a theme or unifying point in the response that is clearly established and maintained throughout the essay. • Explicitly teach organization, which refers to the structure or plan of development (sequence, cause and effect, compare and contrast, etc.) and the relationship of one point to another. Promote the use of transitional devices to signal both the relationship of the supporting ideas to the main idea, theme, or unifying point, and the connections between and among sentences. • Provide examples of writing materials that demonstrate an effective organizational pattern, including thoughtful order and structure of information that guide the reader through the text, enhance understanding, and further the writer's purpose. Strong, well-crafted transitions are logically embedded in the text.

Action Step 1

- Have students utilize drafting techniques to sustain writing by: - developing a pre-writing plan to create a picture, - describing the main idea topic and experiences, characters, setting, problem, events, solution, and ending, - applying personal narrative genre characteristics, - creating a personal word list of include: list sensory words, detail attributes, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, etc..., to assist in writing, - using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, - sequencing ideas in a logical manner using transitional words or phrases specific to the genre (narrative, expository, and persuasive), - applying transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in the writing, - using effective lead and a statement of the opinion or position, - using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts), writing daily to increase writing fluency. • Encourage students to write a narrative that includes a main idea and characters by: - using linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solution, and ending, - applying personal narrative genre characteristics, - creating interest through supporting details, - using specific word choice (weak verbs to strong verbs, general nouns to specific nouns, descriptive words to describe the setting, sensory words) and author's craft (e.g. dialogue, similes/metaphors, personification to create interest, - using transitional words and phrases which moves characters and story through time, rearranging words, sentences and paragraphs and combining sentences to create clarity, capitalizing and punctuating to assist in creating voice and fluency in the writing. • Have students write an informational/expository essay by: - reading expository pieces to notice text structure and author's craft techniques, - generating ideas from multiple sources, - picking a topic from previously compiled lists, or responding to a district expository writing prompt - using graphic organizers/strategies to make a plan focused on a main idea, - apply an appropriate hook (e.g., quotation, definition, questions, or descriptions, - using appropriate transitions that connect the supporting details, • Have students use revising/editing charts, teacher conferencing, collaborative discussions, or peer editing by: - evaluating a draft for the use of ideas and content, - rearranging words, sentences, and paragraphs, - creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency, - adding supporting details, and using transitions that connect the supporting details, - using appropriate transitions that connect - substituting active verbs for common verbs, - revising for the use of ideas and content (examples, statistics, comparison, cause/effect, vivid descriptions, and specific words), - including a developed incident as support for each reason, - revising specific words for general words (e.g., sensory words, rhyming words, words with multiple meanings, idioms, figurative language, surprising language), - circling spelling

approximations to correct during editing, - using appropriate grabbers/hook (e.g., quotation, definition, questions, or descriptions), - substituting an effective ending appropriate to audience and purpose by using universal word endings, - deleting repetitive text, - responding to other writers and receiving feedback on writing using TAG(T-telling something you like, A-asking a question, G-giving a suggestion) or PQS (P-praise for something liked, Q- question a part of the writing to Assessment Results assist with clarity, S- suggest a way to assist with improvement). - using collaborative discussions orally building on each other's thought and ideas, - using checklist/FCAT Writing Rubric refine draft

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sample of student writing

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

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

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Monthly and on-going

Evidence of Completion

Assessment results, data chat meetings, agendas and notes.

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Monthly and On-going

Evidence of Completion

Writing Assessments (District and State)

G6. Excelsior Language Academy's performance of students scoring at or above Level 3 on the Mathematics 2013 FCAT 2.0 is 25 %. The target goals for the 2014 FCAT 2.0 is 53%.

G6.B1 The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for grades 3-5 is Geometry and Measurement at 43%.

G6.B1.S1 Provide opportunities for students to compose, decompose and transform polygons to create and identify other polygons. Calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced. Measure objects to the nearest hour or half hour . Describe and determine the area of a figure or region on a plane by counting units with or without grid lines. Identify benchmark angles of 45, 90, 180 or 360 degrees; and identify obtuse right, or straight angles. Identify and build a three dimensional object from a two dimensional representation of the object. Identify or describe a situation that requires the use of the area formula in a real world context. Identify and classify angles using benchmark angle measurements that may include geometric notation. Identify and describe a shape that is the result of one or more translations, reflections, or rotations of the given shape. Identify two dimensional views of a three dimensional object. Identify and plot ordered pairs in the first quadrant of a coordinate plane. Support mathematical fluency and problem solving skills in the areas of measurement conversions, area and volume, coordinate plane by providing time to practice and apply learned concepts in real-life situations. Determine the volume of prisms and their surface area given a graphic or net solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant. Perform a two step unit conversion (linear, weight/mass and time) with in the same measurement system and determined elapsed time. Use different strategies to solve problems involving the volume and surface area of prisms. Solve problems based on geometric properties. Perform multi-step conversions to solve problems within the same measurement system and determine elapsed time.

Action Step 1

Provide ongoing opportunities to plan within and across grade levels on Geometry and Measurement, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis. Provide intervention to address the needs of students identifies as 'non mastery students". Provide explicit instruction in each content focus of Geometry and Measurement

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Intervention Logs Data chats Meeting Agendas Notes

Facilitator:

Curriculum support personnel

Participants:

Administration and gradelevels

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

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

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Bi-Weekly and Ongoing

Evidence of Completion

Student Performance Agendas Data Chats Notes

Plan to Monitor Effectiveness of G6.B1.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every two weeks and on-going

Evidence of Completion

Assessment results (District and State) Student performance Data Lesson plans

G6.B2 The area of deficiency noted on the 2013 administration of the FCAT Mathematics assessment was SWD subgroup at a 20%.

G6.B2.S1 Excelsior Language Academy's performance of students scoring at Level 3 on the 2013 FCAT 2.0 is 0%. The goal for the 2013-2014 school year is to improve student achievement by increasing the percentage of students achieving level 3 by 10 percentage points

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on Number Sense, specifically rational numbers, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis.
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of Number Sense: Base Ten and Fractions.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly and on-going

Evidence of Completion

Intervention Log Lesson Plans Meeting

Facilitator:

Curriculum support personnel

Participants:

Administration and gradelevels

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

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

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Bi-weekly and on-going

Evidence of Completion

Student performance data Meeting agendas and notes Data Chats

Plan to Monitor Effectiveness of G6.B2.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every two weeks and on-going

Evidence of Completion

Assessment results (District and State) Student performance Data Lesson plans

G6.B3 Excelsior Language Academy's performance of students scoring at Level 3 on the 2013 FCAT 2.0 is 0%. The goal for the 2013-2014 school year is to improve student achievement by increasing the percentage of students achieving level 3 by 10 percentage points

G6.B3.S1 Teachers will structure lessons so that students are provided opportunities to: • identify a fraction from an area or set model, or vice versa • compare and order fractions with like denominators using a model • identify an equivalent fraction for one-half and one-fourth using a model Support mathematical fluency and problem solving skills in the areas of: • properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students to: • relate equivalent fractions and decimals with and without models • estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations • rename fractions as mixed numbers, or vice versa • interpret solutions to division situations, including remainders • add and subtract fractions fluently with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals fluently and use models, place value, or properties in real-world situations • solve real world problems involving positive and negative numbers

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on Number Sense, specifically rational numbers, so that there Weekly and Lesson Plans Intervention is implementation of concrete to abstract strategies into mathematics classes on a weekly basis.
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of Number Sense: Base Ten and Fractions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly and on-going

Evidence of Completion

Lesson Plans Intervention Logs Planning Meeting notes and agendas

Facilitator:

Administrative team

Participants:

grade levels and instructional support staff

Plan to Monitor Fidelity of Implementation of G6.B3.S1

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

Person or Persons Responsible

Administration and Math Teachers

Target Dates or Schedule

Bi-weekly and on-going

Evidence of Completion

Student assessment data Data Chats Classroom Walkthroughs

Plan to Monitor Effectiveness of G6.B3.S1

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

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Every two (2) weeks and ongoing

Evidence of Completion

Classroom Assessments State and district assessments

G6.B4 ELA's student performance data reflected that students' making learning gains on the 2013 FCAT is 2.5%. The goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 10 percentage points. The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for grades 3-5 is Number: Operations, Problems and Statistics with students that made learning gains.

G6.B4.S1 Provide opportunities for students to:

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

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

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

Provide opportunities for students to:

- identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts
- identify fact families that demonstrate the inverse relationship between multiplication and division
- identify the next element in a

Action Step 1

Provide ongoing opportunities to plan within and across grade levels on Number Operations, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis.

- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of Number Operations, specifically Statistics

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and On-going

Evidence of Completion

Intervention Logs Lesson Plans Classroom Walk throughs Student assessment data (State, District and School based)

Facilitator:

Curriculum support staff

Participants:

grade levels and instructional support staff

Plan to Monitor Fidelity of Implementation of G6.B4.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Meeting agendas and notes Data Chats Student assessment data (School based, District and State)

Plan to Monitor Effectiveness of G6.B4.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every two weeks and on-going

Evidence of Completion

Classroom assessments Student performance data Lesson Plans Data Chats

G6.B5 The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for grades 3-5 is Number: Base Ten and Fractions with students that are in the lowest 25% that made learning gains.

G6.B5.S1 Teachers will structure lessons so that students are provided opportunities to in 3rd grade: • identify a fraction from an area or set model, or vice versa • compare and order fractions with like denominators using a model • identify an equivalent fraction for one-half and one-fourth using a model Support mathematical fluency and problem solving skills in the areas of: • properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students in Grades 4-5 to: • relate equivalent fractions and decimals with and without models • estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations • rename fractions as mixed numbers, or vice versa • interpret solutions to division situations, including remainders • add and subtract fractions fluently with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals fluently and use models, place value, or properties in real-world situations • solve real world problems involving positive and negative numbers • compare and order commonly used fractions • identify an equivalent fraction when the given fraction is in simplest form • relate halves and fourths to percent and percent to halves or fourths

Action Step 1

Provide ongoing opportunities to plan within and across grade levels on Number Sense, specifically rational numbers, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. • Provide explicit instruction in each content focus of Number Sense: Base Ten and Fractions.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans Classroom Walkthroughs Planning Meeting agendas and notes Intervention Logs

Facilitator:

Curriculum support staff

Participants:

grade levels and instructional support staff

Plan to Monitor Fidelity of Implementation of G6.B5.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly and on -going

Evidence of Completion

Data Chats Meeting notes and agendas Student assessment data (School based, district and state)

Plan to Monitor Effectiveness of G6.B5.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Every two weeks and on -going

Evidence of Completion

Assessment data Classroom Walkthroughs Data Chats Lesson Plans

G7. The goal for the 2013-2014 school year is to improve student achievement by increasing the percentage students achieving level 3 in Science by 8 percentage points.

G7.B1 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science.

G7.B1.S1 • Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. • Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. • Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. • Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. • Establish a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Elementary Science Fair, Fairchild Challenge, etc.) • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain, so that there is implementation of these concepts using inquiry-based strategies into the Science classes on a weekly basis. • Provide intervention to address the needs of students identified as "non-mastery students". - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as: Provide opportunities for extra drill

Person or Persons Responsible

Administration and Science Teachers

Target Dates or Schedule

Weekly and on-going

Evidence of Completion

Planning Meeting agendas and notes Lesson Plans Intervention Logs Assessment results

Facilitator:

Curriculum support staff

Participants:

grade levels and administrative staff

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

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

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Bi-weekly and ongoing

Evidence of Completion

Lesson Plans Data Chats Collaborative planning meeting agendas and notes Student performance data (schoolbased, district and state) Classroom Walkthroughs

Plan to Monitor Effectiveness of G7.B1.S1

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

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Every two weeks and on-going

Evidence of Completion

Student Performance Data Assessments Classroom Walkthroughs Data Chats Lesson Plans Meeting agendas and notes

G7.B2 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science with students that achieved Level 3.

G7.B2.S1 Ensure that all students have the opportunity to design, create, and present representations and models of natural or man made phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. • Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. • Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. • Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. • Establish a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Elementary Science Fair, Fairchild Challenge, etc.) • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Action Step 1

Provide ongoing opportunities to plan within and across grade levels on functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain, so that there is implementation of these concepts using inquiry-based strategies into the Science classes on a weekly basis. • Provide intervention to address the needs of students identified as "non-mastery students". - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as:

Person or Persons Responsible

Administration and Science Teachers

Target Dates or Schedule

Weekly and On-going

Evidence of Completion

Planning Meeting agendas and notes Lesson Plans Intervention Logs Assessment results

Facilitator:

Curriculum support

Participants:

grade levels and instructional support staff

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

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

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly and On-going

Evidence of Completion

Lesson Plans Data Chats Collaborative planning meeting agendas and notes Student performance data (schoolbased, district and state) Classroom Walkthroughs

Plan to Monitor Effectiveness of G7.B2.S1

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

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Every two weeks/on-going

Evidence of Completion

Student Performance Data and Assessments Classroom Walkthroughs Data Chats Lesson Plans Meeting agendas and notes

G7.B3 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Life Science with students that achieved Level 4 and above.

G7.B3.S1 Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. • Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. • Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. • Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. • Establish a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Elementary Science Fair, Fairchild Challenge, etc.) • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain, so that there is implementation of these concepts using inquiry-based strategies into the Science classes on a weekly basis. • Provide intervention to address the needs of students identified as "non-mastery students". - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as:

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Intervention logs Planning meeting notes and agendas Classroom walkthroughs Lesson Plans

Facilitator:

Administrative team

Participants:

grade levels and instructional support staff

Plan to Monitor Fidelity of Implementation of G7.B3.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly and On-going

Evidence of Completion

Data Chats Administrative reviews and classroom walkthroughs Collaborative Planning Meeting notes and agendas

Plan to Monitor Effectiveness of G7.B3.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going

Evidence of Completion

Assessment data Classroom Walkthroughs Planning meeting agendas and notes Data Chats

Coordination and Integration

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

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school tutoring programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. Administrative team develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and enrichment activities.

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. ELA's attendance goal is to decrease students who miss 10% or more days to 7%. Also, to reduce the percentage of students retained to 1%, and students who are not proficient in reading by 3rd grade to 48%. ELA's suspension goal is to maintain 0%.

G1.B1 The barrier for students who miss 10% or more days of school has been attributed to student illnesses as well as economic situations at home due to parents' inability to transport the students to school and information on how to promote health and wellness for their children. Additionally, parents may not fully understand the impact associated with student attendance and academic progress. The barrier to decreasing student tardiness is chronic fatigue/tiredness of students.

G1.B1.S1 Identify students with a positive attendance record and provide regard systems to help motivate positive attendance without the school. • Establish school environments that support healthy eating and physical activity. • Provide students with health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention. • Identify and refer students who may be developing a pattern of non-attendance to the Leadership Team for intervention services

PD Opportunity 1

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

Facilitator

Attendance clerk and administrative team

Participants

grade levels

Target Dates or Schedule

Monthly and On-going

Evidence of Completion

Attendance Bulletins

G1.B2 The barrier to students with 2 or more behavior referrals/one or more that lead to suspension has been noted as the students' misunderstanding and unawareness of proper behavior in a school setting and the consequences that result from improper behavior.

G1.B2.S1 Utilize the Student Code of Conduct by providing incentives through the implementation of District Implementation of a School wide Discipline Plan. • Conduct parent workshops to provide parents with an overview/understanding of the behavioral model. • Provide counseling for the student and parent through "alternate to suspension" and assistance from outside agencies, such as local law enforcement

PD Opportunity 1

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

Facilitator

Administration

Participants

Professional Learning Communities and grade levels

Target Dates or Schedule

Monthly and On-going

Evidence of Completion

Student Handbook ISIS Parent workshop sign-in sheets Discipline Plan

G1.B4 The barrier to reducing the number of students who are not proficient in reading by grade 3 lack of interventions on targeted literacy skills.

G1.B4.S1 1. Instructional Match. Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep these students confident and invested in learning. 2. Scaffolding. Provide 'scaffolding' support (individual instructional modifications) to students as necessary to help them to master a new task or keep up with more advanced learners. Examples of scaffolding strategies include reducing the number of problems assigned to a student, permitting the student to use technological aids (e.g., word processing software which predicts student word selection to reduce keyboarding), and using cooperative learning groups that pool the group's knowledge to complete assignments. 3. Step-by-Step Strategies. For complex, conceptually difficult, or multi-step academic operations, break these operations down into simple steps. Teach students to use the steps. When students are just acquiring a skill, you may want to create a poster or handout for students to refer to that lists the main steps of strategies that they are to use. 4. Modeling & Demonstration. Model and demonstrate explicit strategies to students for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them. 5. Performance Feedback. Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement. Prompt guidance and feedback will prevent students from accidentally 'learning' how to perform a skill incorrectly. 6. Opportunities to Drill & Practice to Strengthen Fragile Skills. As students become more proficient in their new skills and can work independently, give them lots of opportunities to drill and practice to strengthen the skills. Whenever possible, make student practice sessions interesting by using game-like activities; coming up with real-world, applied assignments; or incorporating themes or topics that the student finds interesting. 7. Student 'Talk-Through' Activities. When students appear to have successfully learned a skill, set up activities for them to complete and ask the students to 'talk' you through the activity (i.e., announce each step that they are taking, describe their problem-solving strategies aloud, describe any road-blocks that they run into and tell you how they will go about solving them, etc.). 8. Periodic Review. Once students have mastered a particular academic skill, the instructor will quickly move them on to a more advanced learning objective. However, the teacher should make sure that students retain previously mastered academic skills by periodically having them review that material. Periodic review is often overlooked but is a powerful method for keeping students' academic skills sharp. 9. Progress Monitoring. Teachers can verify that students are making appropriate learning progress only when they are able to measure that progress on a regular basis. The instructor may want to consider information from several assessment approaches to monitor student progress: e.g., curriculum-based assessment, accuracy and completeness of student assignments, student 'talk-through' demonstrations of problem-solving, etc.

PD Opportunity 1

Provide ongoing opportunities to plan within and across grade Ongoing Lesson Plans and Teachers levels • Provide intervention to address the needs of students identified as “non-mastery students”. • Provide explicit instruction in each content focus.

Facilitator

Participants

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans Classroom Walk throughs Teacher Evaluations Student Assessment

G2. Excelsior Language Academy's performance of all students scoring at or above Level 3 on the 2013 Reading FCAT 2.0 is 27%. The goal is to improve student achievement by increasing the percentage of students achieving proficiency 34%.

G2.B1 ELA's student performance indicated the students scoring at Achievement Level 3 in reading on the 2013 FCAT were 27%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 to 34%. The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 3 - Literary Analysis.

G2.B1.S1 The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 3— Literary Analysis. Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies into our Language Arts/Reading classes on a weekly basis. •Provide intervention to address the needs of students identified as “non-mastery students”. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students’ needs, such as:

PD Opportunity 1

Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies into our Language Arts/ Reading classes on a weekly basis. Provide explicit instruction in each content focus Literary Analysis.

Facilitator

Administrative team and district personnel

Participants

grade levels and support staff

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Weekly Lesson Plans Grade level Meetings Classroom Walkthroughs Teacher evaluations Data Chats

PD Opportunity 2

Monitor the fidelity through the collection of data, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled checks, which provide the principal with progress updates.

Facilitator

District personnel

Participants

grade levels and administrative team

Target Dates or Schedule

Bi-Weekly and Ongoing

Evidence of Completion

Administrative Data Chats Student Assessments Continuous Improvement Model Implementation

PD Opportunity 3

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

Facilitator

Administrative team

Participants

grade levels and support staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walk-throughs Instructional Focus Calendars School/District and State Assessments

G3. In alignment with Florida's STEM Education Initiative, ELA's goals is to ensure a curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.

G3.B1 Noted barriers to STEM implementation is the limited exposure to effective instruction that capitalizes on students' early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest. Additionally, increased exposure to a coherent structured curriculum that fosters project-based learning and connects STEM principles to instruction, coursework and educational practices.

G3.B1.S1 Project-based learning with integrated content across STEM subjects • Connections to effective in- and out of- school STEM programs • Integration of technology and virtual learning • Authentic assessment and exhibition of STEM skills • Professional development on integrated STEM curriculum, community/industry partnerships and connections with postsecondary education connections • Outreach, support and focus on underserved, especially minorities and economically disadvantaged

PD Opportunity 1

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

Facilitator

Administrative team and District personnel

Participants

grade level and instructional support staff

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

STEM Implementation Rubric Classroom Assessments Teacher Observations

G4. Strengthen Career and Technical Education (CTE) by increasing the use of Career Academy National Standards of Practice. Increase STEM learning opportunities for students, using CTE curriculum.

G4.B1 Noted barriers to STEM implementation is the limited exposure to effective instruction that capitalizes on students' early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest. Additionally, increased exposure to a coherent structured curriculum that fosters project-based learning and connects STEM principles to instruction, coursework and educational practices.

G4.B1.S1 Project-based learning with integrated content across STEM subjects • Connections to effective in- and outof- school STEM programs • Integration of technology and virtual learning • Authentic assessment and exhibition of STEM skills • Professional development on integrated STEM curriculum, community/industry partnerships and connections with postsecondary education connections • Outreach, support and focus on underserved, especially minorities and economically disadvantaged

PD Opportunity 1

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

Facilitator

Administrative team and District Curriculum Personnel

Participants

gradelevels and instructional support staff

Target Dates or Schedule

Quarterly and On-going

Evidence of Completion

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

G6. Excelsior Language Academy's performance of students scoring at or above Level 3 on the Mathematics 2013 FCAT 2.0 is 25 %. The target goals for the 2014 FCAT 2.0 is 53%.

G6.B1 The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for grades 3-5 is Geometry and Measurement at 43%.

G6.B1.S1 Provide opportunities for students to compose, decompose and transform polygons to create and identify other polygons. Calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced. Measure objects to the nearest hour or half hour . Describe and determine the area of a figure or region on a plane by counting units with or without grid lines. Identify benchmark angles of 45, 90, 180 or 360 degrees; and identify obtuse right, or straight angles. Identify and build a three dimensional object from a two dimensional representation of the object. Identify or describe a situation that requires the use of the area formula in a real world context. Identify and classify angles using benchmark angle measurements that may include geometric notation. Identify and describe a shape that is the result of one or more translations, reflections, or rotations of the given shape. Identify two dimensional views of a three dimensional object. Identify and plot ordered pairs in the first quadrant of a coordinate plane. Support mathematical fluency and problem solving skills in the areas of measurement conversions, area and volume, coordinate plane by providing time to practice and apply learned concepts in real-life situations. Determine the volume of prisms and their surface area given a graphic or net solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant. Perform a two step unit conversion (linear, weight/mass and time) with in the same measurement system and determined elapsed time. Use different strategies to solve problems involving the volume and surface area of prisms. Solve problems based on geometric properties. Perform multi-step conversions to solve problems within the same measurement system and determine elapsed time.

PD Opportunity 1

Provide ongoing opportunities to plan within and across grade levels on Geometry and Measurement, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis. Provide intervention to address the needs of students identifies as 'non mastery students". Provide explicit instruction in each content focus of Geometry and Measurement

Facilitator

Curriculum support personnel

Participants

Administration and gradelevels

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Lesson Plans Intervention Logs Data chats Meeting Agendas Notes

G6.B2 The area of deficiency noted on the 2013 administration of the FCAT Mathematics assessment was SWD subgroup at a 20%.

G6.B2.S1 Excelsior Language Academy's performance of students scoring at Level 3 on the 2013 FCAT 2.0 is 0%. The goal for the 2013-2014 school year is to improve student achievement by increasing the percentage of students achieving level 3 by 10 percentage points

PD Opportunity 1

- Provide ongoing opportunities to plan within and across grade levels on Number Sense, specifically rational numbers, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis.
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of Number Sense: Base Ten and Fractions.

Facilitator

Curriculum support personnel

Participants

Administration and gradelevels

Target Dates or Schedule

weekly and on-going

Evidence of Completion

Intervention Log Lesson Plans Meeting

G6.B3 Excelsior Language Academy's performance of students scoring at Level 3 on the 2013 FCAT 2.0 is 0%. The goal for the 2013-2014 school year is to improve student achievement by increasing the percentage of students achieving level 3 by 10 percentage points

G6.B3.S1 Teachers will structure lessons so that students are provided opportunities to:

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

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

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

PD Opportunity 1

- Provide ongoing opportunities to plan within and across grade levels on Number Sense, specifically rational numbers, so that there Weekly and Lesson Plans Intervention is implementation of concrete to abstract strategies into mathematics classes on a weekly basis.
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of Number Sense: Base Ten and Fractions.

Facilitator

Administrative team

Participants

grade levels and instructional support staff

Target Dates or Schedule

Weekly and on-going

Evidence of Completion

Lesson Plans Intervention Logs Planning Meeting notes and agendas

G6.B4 ELA's student performance data reflected that students' making learning gains on the 2013 FCAT is 2.5%. The goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 10 percentage points. The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for grades 3-5 is Number: Operations, Problems and Statistics with students that made learning gains.

G6.B4.S1 Provide opportunities for students to: • solve real-world problems using multiplication and the related division facts • translate a written description or a graphic representation to an expression or equation, which may include a symbol to represent an unknown • identify the next or a missing figure in a graphic or numeric pattern and/or relationship Support mathematical fluency and problem solving skills in the areas of: • Multi-digit multiplication and expressions and equations by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students to: • describe and apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division • describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction, or multiplication • construct, analyze, and draw conclusions about data displayed in a frequency table, bar graph, pictograph, or line plot • Provide opportunities for students to: • identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts • identify fact families that demonstrate the inverse relationship between multiplication and division • identify the next element in a

PD Opportunity 1

Provide ongoing opportunities to plan within and across grade levels on Number Operations, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. • Provide explicit instruction in each content focus of Number Operations, specifically Statistics

Facilitator

Curriculum support staff

Participants

grade levels and instructional support staff

Target Dates or Schedule

Weekly and On-going

Evidence of Completion

Intervention Logs Lesson Plans Classroom Walk throughs Student assessment data (State, District and School based

G6.B5 The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for grades 3-5 is Number: Base Ten and Fractions with students that are in the lowest 25% that made learning gains.

G6.B5.S1 Teachers will structure lessons so that students are provided opportunities to in 3rd grade: • identify a fraction from an area or set model, or vice versa • compare and order fractions with like denominators using a model • identify an equivalent fraction for one-half and one-fourth using a model Support mathematical fluency and problem solving skills in the areas of: • properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students in Grades 4-5 to: • relate equivalent fractions and decimals with and without models • estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations • rename fractions as mixed numbers, or vice versa • interpret solutions to division situations, including remainders • add and subtract fractions fluently with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals fluently and use models, place value, or properties in real-world situations • solve real world problems involving positive and negative numbers • compare and order commonly used fractions • identify an equivalent fraction when the given fraction is in simplest form • relate halves and fourths to percent and percent to halves or fourths

PD Opportunity 1

Provide ongoing opportunities to plan within and across grade levels on Number Sense, specifically rational numbers, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. • Provide explicit instruction in each content focus of Number Sense: Base Ten and Fractions.

Facilitator

Curriculum support staff

Participants

grade levels and instructional support staff

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans Classroom Walkthroughs Planning Meeting agendas and notes Intervention Logs

G7. The goal for the 2013-2014 school year is to improve student achievement by increasing the percentage students achieving level 3 in Science by 8 percentage points.

G7.B1 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science.

G7.B1.S1 • Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. • Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. • Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. • Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. • Establish a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Elementary Science Fair, Fairchild Challenge, etc.) • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student

PD Opportunity 1

• Provide ongoing opportunities to plan within and across grade levels on functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain, so that there is implementation of these concepts using inquiry-based strategies into the Science classes on a weekly basis. • Provide intervention to address the needs of students identified as "non-mastery students". - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as: Provide opportunities for extra drill

Facilitator

Curriculum support staff

Participants

grade levels and administrative staff

Target Dates or Schedule

Weekly and on-going

Evidence of Completion

Planning Meeting agendas and notes Lesson Plans Intervention Logs Assessment results

G7.B2 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science with students that achieved Level 3.

G7.B2.S1 Ensure that all students have the opportunity to design, create, and present representations and models of natural or man made phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. • Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. • Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. • Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. • Establish a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Elementary Science Fair, Fairchild Challenge, etc.) • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

PD Opportunity 1

Provide ongoing opportunities to plan within and across grade levels on functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain, so that there is implementation of these concepts using inquiry-based strategies into the Science classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as:

Facilitator

Curriculum support

Participants

grade levels and instructional support staff

Target Dates or Schedule

Weekly and On-going

Evidence of Completion

Planning Meeting agendas and notes Lesson Plans Intervention Logs Assessment results

G7.B3 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Life Science with students that achieved Level 4 and above.

G7.B3.S1 Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. • Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. • Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. • Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. • Establish a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Elementary Science Fair, Fairchild Challenge, etc.) • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

PD Opportunity 1

• Provide ongoing opportunities to plan within and across grade levels on functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain, so that there is implementation of these concepts using inquiry-based strategies into the Science classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as:

Facilitator

Administrative team

Participants

grade levels and instructional support staff

Target Dates or Schedule

On-going

Evidence of Completion

Intervention logs Planning meeting notes and agendas Classroom walkthroughs Lesson Plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	ELA's attendance goal is to decrease students who miss 10% or more days to 7%. Also, to reduce the percentage of students retained to 1%, and students who are not proficient in reading by 3rd grade to 48%. ELA's suspension goal is to maintain 0%.	\$100
G2.	Excelsior Language Academy's performance of all students scoring at or above Level 3 on the 2013 Reading FCAT 2.0 is 27%. The goal is to improve student achievement by increasing the percentage of students achieving proficiency 34%.	\$200
G3.	In alignment with Florida's STEM Education Initiative, ELA's goals is to ensure a curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.	\$100
G4.	Strengthen Career and Technical Education (CTE) by increasing the use of Career Academy National Standards of Practice. Increase STEM learning opportunities for students, using CTE curriculum.	\$100
G6.	Excelsior Language Academy's performance of students scoring at or above Level 3 on the Mathematics 2013 FCAT 2.0 is 25 %. The target goals for the 2014 FCAT 2.0 is 53%.	\$100
G7.	The goal for the 2013-2014 school year is to improve student achievement by increasing the percentage students achieving level 3 in Science by 8 percentage points.	\$300
Total		\$900

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
Title 1	\$500	\$100	\$600
N/A	\$100	\$0	\$100
Title1	\$200	\$0	\$200
Total	\$800	\$100	\$900

Budget Details

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

G1. ELA's attendance goal is to decrease students who miss 10% or more days to 7%. Also, to reduce the percentage of students retained to 1%, and students who are not proficient in reading by 3rd grade to 48%. ELA's suspension goal is to maintain 0%.

G1.B1 The barrier for students who miss 10% or more days of school has been attributed to student illnesses as well as economic situations at home due to parents' inability to transport the students to school and information on how to promote health and wellness for their children. Additionally, parents may not fully understand the impact associated with student attendance and academic progress. The barrier to decreasing student tardiness is chronic fatigue/tiredness of students.

G1.B1.S1 Identify students with a positive attendance record and provide regard systems to help motivate positive attendance without the school. • Establish school environments that support healthy eating and physical activity. • Provide students with health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention. • Identify and refer students who may be developing a pattern of non-attendance to the Leadership Team for intervention services

Action Step 1

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

Resource Type

Professional Development

Resource

Train staff on guidelines and procedures related to this action step.

Funding Source

N/A

Amount Needed

\$100

G1.B2 The barrier to students with 2 or more behavior referrals/one or more that lead to suspension has been noted as the students' misunderstanding and unawareness of proper behavior in a school setting and the consequences that result from improper behavior.

G1.B2.S1 Utilize the Student Code of Conduct by providing incentives through the implementation of District Implementation of a School wide Discipline Plan. • Conduct parent workshops to provide parents with an overview/understanding of the behavioral model. • Provide counseling for the student and parent through "alternate to suspension" and assistance from outside agencies, such as local law enforcement

Action Step 1

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

Resource Type

Professional Development

Resource

Provide professional development to staff as it relates to the goal.

Funding Source

N/A

Amount Needed

\$0

G1.B4 The barrier to reducing the number of students who are not proficient in reading by grade 3 lack of interventions on targeted literacy skills.

G1.B4.S1 1. Instructional Match. Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep these students confident and invested in learning. 2. Scaffolding. Provide 'scaffolding' support (individual instructional modifications) to students as necessary to help them to master a new task or keep up with more advanced learners. Examples of scaffolding strategies include reducing the number of problems assigned to a student, permitting the student to use technological aids (e.g., word processing software which predicts student word selection to reduce keyboarding), and using cooperative learning groups that pool the group's knowledge to complete assignments. 3. Step-by-Step Strategies. For complex, conceptually difficult, or multi-step academic operations, break these operations down into simple steps. Teach students to use the steps. When students are just acquiring a skill, you may want to create a poster or handout for students to refer to that lists the main steps of strategies that they are to use. 4. Modeling & Demonstration. Model and demonstrate explicit strategies to students for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them. 5. Performance Feedback. Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement. Prompt guidance and feedback will prevent students from accidentally 'learning' how to perform a skill incorrectly. 6. Opportunities to Drill & Practice to Strengthen Fragile Skills. As students become more proficient in their new skills and can work independently, give them lots of opportunities to drill and practice to strengthen the skills. Whenever possible, make student practice sessions interesting by using game-like activities; coming up with real-world, applied assignments; or incorporating themes or topics that the student finds interesting. 7. Student 'Talk-Through' Activities. When students appear to have successfully learned a skill, set up activities for them to complete and ask the students to 'talk' you through the activity (i.e., announce each step that they are taking, describe their problem-solving strategies aloud, describe any road-blocks that they run into and tell you how they will go about solving them, etc.). 8. Periodic Review. Once students have mastered a particular academic skill, the instructor will quickly move them on to a more advanced learning objective. However, the teacher should make sure that students retain previously mastered academic skills by periodically having them review that material. Periodic review is often overlooked but is a powerful method for keeping students' academic skills sharp. 9. Progress Monitoring. Teachers can verify that students are making appropriate learning progress only when they are able to measure that progress on a regular basis. The instructor may want to consider information from several assessment approaches to monitor student progress: e.g., curriculum-based assessment, accuracy and completeness of student assignments, student 'talk-through' demonstrations of problem-solving, etc.

Action Step 1

Provide ongoing opportunities to plan within and across grade Ongoing Lesson Plans and Teachers levels • Provide intervention to address the needs of students identified as “non-mastery students”. • Provide explicit instruction in each content focus.

Resource Type

Professional Development

Resource

Provide professional development to staff

Funding Source

N/A

Amount Needed

\$0

G2. Excelsior Language Academy's performance of all students scoring at or above Level 3 on the 2013 Reading FCAT 2.0 is 27%. The goal is to improve student achievement by increasing the percentage of students achieving proficiency 34%.

G2.B1 ELA's student performance indicated the students scoring at Achievement Level 3 in reading on the 2013 FCAT were 27%. The goal is to improve student achievement by increasing the percentage of students achieving level 3 to 34%. The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 3 - Literary Analysis.

G2.B1.S1 The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading assessment was reporting category 3— Literary Analysis. Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies into our Language Arts/Reading classes on a weekly basis. •Provide intervention to address the needs of students identified as “non-mastery students”. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students’ needs, such as:

Action Step 1

Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies into our Language Arts/ Reading classes on a weekly basis. Provide explicit instruction in each content focus Literary Analysis.

Resource Type

Professional Development

Resource

Train staff on new initiatives related to the goal.

Funding Source

Title 1

Amount Needed

\$100

Action Step 2

Monitor the fidelity through the collection of data, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled checks, which provide the principal with progress updates.

Resource Type

Professional Development

Resource

Provide professional development for staff in order to meet the needs of the goal.

Funding Source

Title 1

Amount Needed

\$100

Action Step 3

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

Resource Type

Evidence-Based Program

Resource

Monitor with fidelity the implementation of the program and its assessments.

Funding Source

N/A

Amount Needed

\$0

G3. In alignment with Florida’s STEM Education Initiative, ELA's goals is to ensure a curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.

G3.B1 Noted barriers to STEM implementation is the limited exposure to effective instruction that capitalizes on students’ early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest. Additionally, increased exposure to a coherent structured curriculum that fosters project-based learning and connects STEM principles to instruction, coursework and educational practices.

G3.B1.S1 Project-based learning with integrated content across STEM subjects • Connections to effective in- and out of- school STEM programs • Integration of technology and virtual learning • Authentic assessment and exhibition of STEM skills • Professional development on integrated STEM curriculum, community/industry partnerships and connections with postsecondary education connections • Outreach, support and focus on underserved, especially minorities and economically disadvantaged

Action Step 1

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

Resource Type

Professional Development

Resource

Train staff on new initiatives related to the goal.

Funding Source

Title 1

Amount Needed

\$100

G4. Strengthen Career and Technical Education (CTE) by increasing the use of Career Academy National Standards of Practice. Increase STEM learning opportunities for students, using CTE curriculum.

G4.B1 Noted barriers to STEM implementation is the limited exposure to effective instruction that capitalizes on students' early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest. Additionally, increased exposure to a coherent structured curriculum that fosters project-based learning and connects STEM principles to instruction, coursework and educational practices.

G4.B1.S1 Project-based learning with integrated content across STEM subjects • Connections to effective in- and outof- school STEM programs • Integration of technology and virtual learning • Authentic assessment and exhibition of STEM skills • Professional development on integrated STEM curriculum, community/industry partnerships and connections with postsecondary education connections • Outreach, support and focus on underserved, especially minorities and economically disadvantaged

Action Step 1

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

Resource Type

Professional Development

Resource

Provide professional development for staff in order to meet the needs of the goal.

Funding Source

Title 1

Amount Needed

\$100

G6. Excelsior Language Academy's performance of students scoring at or above Level 3 on the Mathematics 2013 FCAT 2.0 is 25 %. The target goals for the 2014 FCAT 2.0 is 53%.

G6.B1 The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for grades 3-5 is Geometry and Measurement at 43%.

G6.B1.S1 Provide opportunities for students to compose, decompose and transform polygons to create and identify other polygons. Calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced. Measure objects to the nearest hour or half hour . Describe and determine the area of a figure or region on a plane by counting units with or without grid lines. Identify benchmark angles of 45, 90, 180 or 360 degrees; and identify obtuse right, or straight angles. Identify and build a three dimensional object from a two dimensional representation of the object. Identify or describe a situation that requires the use of the area formula in a real world context. Identify and classify angles using benchmark angle measurements that may include geometric notation. Identify and describe a shape that is the result of one or more translations, reflections, or rotations of the given shape. Identify two dimensional views of a three dimensional object. Identify and plot ordered pairs in the first quadrant of a coordinate plane. Support mathematical fluency and problem solving skills in the areas of measurement conversions, area and volume, coordinate plane by providing time to practice and apply learned concepts in real-life situations. Determine the volume of prisms and their surface area given a graphic or net solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant. Perform a two step unit conversion (linear, weight/mass and time) with in the same measurement system and determined elapsed time. Use different strategies to solve problems involving the volume and surface area of prisms. Solve problems based on geometric properties. Perform multi-step conversions to solve problems within the same measurement system and determine elapsed time.

Action Step 1

Provide ongoing opportunities to plan within and across grade levels on Geometry and Measurement, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis. Provide intervention to address the needs of students identifies as 'non mastery students". Provide explicit instruction in each content focus of Geometry and Measurement

Resource Type

Evidence-Based Program

Resource

Monitor the implementation of strategies across grade levels

Funding Source

N/A

Amount Needed

\$0

G6.B2 The area of deficiency noted on the 2013 administration of the FCAT Mathematics assessment was SWD subgroup at a 20%.

G6.B2.S1 Excelsior Language Academy's performance of students scoring at Level 3 on the 2013 FCAT 2.0 is 0%. The goal for the 2013-2014 school year is to improve student achievement by increasing the percentage of students achieving level 3 by 10 percentage points

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on Number Sense, specifically rational numbers, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis.
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of Number Sense: Base Ten and Fractions.

Resource Type

Evidence-Based Program

Resource

Monitor the implementation of strategies and provide the opportunities of planning across grade levels.

Funding Source

N/A

Amount Needed

\$0

G6.B3 Excelsior Language Academy's performance of students scoring at Level 3 on the 2013 FCAT 2.0 is 0%. The goal for the 2013-2014 school year is to improve student achievement by increasing the percentage of students achieving level 3 by 10 percentage points

G6.B3.S1 Teachers will structure lessons so that students are provided opportunities to: • identify a fraction from an area or set model, or vice versa • compare and order fractions with like denominators using a model • identify an equivalent fraction for one-half and one-fourth using a model Support mathematical fluency and problem solving skills in the areas of: • properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students to: • relate equivalent fractions and decimals with and without models • estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations • rename fractions as mixed numbers, or vice versa • interpret solutions to division situations, including remainders • add and subtract fractions fluently with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals fluently and use models, place value, or properties in real-world situations • solve real world problems involving positive and negative numbers

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on Number Sense, specifically rational numbers, so that there Weekly and Lesson Plans Intervention is implementation of concrete to abstract strategies into mathematics classes on a weekly basis.
- Provide intervention to address the needs of students identified as “non-mastery students”.
- Provide explicit instruction in each content focus of Number Sense: Base Ten and Fractions.

Resource Type

Evidence-Based Program

Resource

Monitor the use of strategies and implementation.

Funding Source

N/A

Amount Needed

\$0

G6.B4 ELA's student performance data reflected that students' making learning gains on the 2013 FCAT is 2.5%. The goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 10 percentage points. The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for grades 3-5 is Number: Operations, Problems and Statistics with students that made learning gains.

G6.B4.S1 Provide opportunities for students to: • solve real-world problems using multiplication and the related division facts • translate a written description or a graphic representation to an expression or equation, which may include a symbol to represent an unknown • identify the next or a missing figure in a graphic or numeric pattern and/or relationship Support mathematical fluency and problem solving skills in the areas of: • Multi-digit multiplication and expressions and equations by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students to: • describe and apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division • describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction, or multiplication • construct, analyze, and draw conclusions about data displayed in a frequency table, bar graph, pictograph, or line plot • Provide opportunities for students to: • identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts • identify fact families that demonstrate the inverse relationship between multiplication and division • identify the next element in a

Action Step 1

Provide ongoing opportunities to plan within and across grade levels on Number Operations, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. • Provide explicit instruction in each content focus of Number Operations, specifically Statistics

Resource Type

Evidence-Based Program

Resource

Administration will monitor implementation of strategies.

Funding Source

N/A

Amount Needed

\$0

G6.B5 The common area of deficiency as noted on the 2013 FCAT Mathematics assessment for grades 3-5 is Number: Base Ten and Fractions with students that are in the lowest 25% that made learning gains.

G6.B5.S1 Teachers will structure lessons so that students are provided opportunities to in 3rd grade: • identify a fraction from an area or set model, or vice versa • compare and order fractions with like denominators using a model • identify an equivalent fraction for one-half and one-fourth using a model Support mathematical fluency and problem solving skills in the areas of: • properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. Provide opportunities for students in Grades 4-5 to: • relate equivalent fractions and decimals with and without models • estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations • rename fractions as mixed numbers, or vice versa • interpret solutions to division situations, including remainders • add and subtract fractions fluently with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals fluently and use models, place value, or properties in real-world situations • solve real world problems involving positive and negative numbers • compare and order commonly used fractions • identify an equivalent fraction when the given fraction is in simplest form • relate halves and fourths to percent and percent to halves or fourths

Action Step 1

Provide ongoing opportunities to plan within and across grade levels on Number Sense, specifically rational numbers, so that there is implementation of concrete to abstract strategies into mathematics classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. • Provide explicit instruction in each content focus of Number Sense: Base Ten and Fractions.

Resource Type

Evidence-Based Program

Resource

Administration will monitor instructional strategies.

Funding Source

Title 1

Amount Needed

\$100

G7. The goal for the 2013-2014 school year is to improve student achievement by increasing the percentage students achieving level 3 in Science by 8 percentage points.

G7.B1 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science.

G7.B1.S1 • Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. • Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. • Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. • Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. • Establish a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Elementary Science Fair, Fairchild Challenge, etc.) • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student

Action Step 1

- Provide ongoing opportunities to plan within and across grade levels on functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain, so that there is implementation of these concepts using inquiry-based strategies into the Science classes on a weekly basis. • Provide intervention to address the needs of students identified as "non-mastery students". - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as: Provide opportunities for extra drill

Resource Type

Professional Development

Resource

Provide professional development related to the goal.

Funding Source

Title 1

Amount Needed

\$100

G7.B2 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Nature of Science with students that achieved Level 3.

G7.B2.S1 Ensure that all students have the opportunity to design, create, and present representations and models of natural or man made phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. • Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. • Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. • Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. • Establish a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Elementary Science Fair, Fairchild Challenge, etc.) • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Action Step 1

Provide ongoing opportunities to plan within and across grade levels on functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain, so that there is implementation of these concepts using inquiry-based strategies into the Science classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as:

Resource Type

Professional Development

Resource

Provide professional development related to the goal.

Funding Source

Title1

Amount Needed

\$100

G7.B3 The area of deficiency noted on the 2013 administration of the FCAT Science assessment was the content area Life Science with students that achieved Level 4 and above.

G7.B3.S1 Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. • Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. • Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. • Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. • Establish a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Elementary Science Fair, Fairchild Challenge, etc.) • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Action Step 1

• Provide ongoing opportunities to plan within and across grade levels on functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain, so that there is implementation of these concepts using inquiry-based strategies into the Science classes on a weekly basis. • Provide intervention to address the needs of students identified as “non-mastery students”. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as:

Resource Type

Professional Development

Resource

Provide professional development related to the goal.

Funding Source

Title1

Amount Needed

\$100