



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Compass Middle Charter School**

550 CLOWER ST E

Bartow, FL 33830

863-519-8701

<http://schools.polk-fl.net/compassmiddle>

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## School Demographics

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**School Type**  
Middle School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
*[Data Not Available]*

**Alternative/ESE Center**  
Yes

**Charter School**  
Yes

**Minority Rate**  
*[Data Not Available]*

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## School Grades History

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## SIP Authority and Template

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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**

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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**

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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**

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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**

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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**

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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**

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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

Compass Middle Charter School

##### Principal

Anita Fine

##### School Advisory Council chair

Kelly Keen

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

Name	Title
Annette Custodio	Dean
LeDarion Jones	Dean
Anthony Hileman	Language Arts Teacher
Shelly Wilson	Reading Teacher
Carmen Rodriguez	Math Teacher

#### District-Level Information

##### District

Polk

##### Superintendent

Dr. Kathryn Leroy

##### Date of school board approval of SIP

10/15/2013

### 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 is 40% white, 33% black, and 27% Hispanic to reflect the school's demographics which are 35% white, 26% black, 1% Asian, 2% Indian, 3% Mulit-Racial, and 34% Hispanic. The membership consists of 67% community based and 33% school based. The SAC consists of 15 members, 3 of which are administration, 2 are teachers, 2 are community members, 6 are parents, and 2 are students.

#### Involvement of the SAC in the development of the SIP

The SAC met on October 8th, 2013 to review and revise the school improvement plan. All goals and problem solving strategies were discussed and voted on for approval.

#### Activities of the SAC for the upcoming school year

The SAC will meet quarterly to discuss and approve school improvement plans, parent involvement plans, student handbooks, and the school rules. The SAC will meet to review and approve the SIP on 10/8/2013. The SAC will meet to discuss parent involvement plans and progress towards the on 1/14/2014. The SAC will meet on 4/1/2014 to discuss progress towards the school improvement plan and FCAT testing. On 6/3/2014, the SAC will meet to discuss rules and handbooks for the next year, parent involvement plans for the next year, and progress toward the school improvement plan.

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

n/a

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Anita Fine**

Principal

Years as Administrator: 2

Years at Current School: 2

**Credentials**

FL Professional Certifications in Educational Leadership, ESE K-12, English 6-12, MGIC 5-9, and Drama 6-12  
 Specialist Degree in Educational Leadership from Nova Southeastern University, 2010  
 Masters of Arts in Teacher and Learning, Concentration in Curriculum and Instruction from Nova Southeastern University, 2006

**Performance Record**

Compass Middle Charter:  
 2012-2013: Rating of declining, 5% improvement in reading, 5% decrease in math  
 Sleepy Hill Middle School:  
 2011-2012: Grade: D, Reading mastery:38%, Math mastery: 30%, Writing mastery: 77%, Science mastery: 25%  
 2010-2011: Grade: C, Reading mastery:52 % , Math mastery:46 % Writing mastery: 75% , Science mastery: 24%, 67% AYP  
 Criteria met

**Classroom Teachers**

**# of classroom teachers**

10

**# receiving effective rating or higher**

10, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

9, 90%

**# ESOL endorsed**

3, 30%

**# reading endorsed**

1, 10%

**# with advanced degrees**

3, 30%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

3, 30%

**# with 6-14 years of experience**

3, 30%

**# with 15 or more years of experience**

4, 40%

**Education Paraprofessionals**

**# of paraprofessionals**

2

**# Highly Qualified**

2, 100%

**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**

- Feedback on evaluations/classroom walk-through throughout the year through the evaluation system model, iOvservation (Marzano); person responsible principal
- Creating a safe and orderly work environment; persons responsible principal and deans
- Additional training, strategies, and support in classroom management for new teachers and/or teachers in need of help; persons responsible principal and deans
- monthly meeting with teachers highlighting topics of concern/issues; persons responsible principal and deans



**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**

Shelly Wilson, Reading teacher, is the designated mentor for all first year teachers. While we do not currently have any new teacher for the 2013-2014 school year, Ms. Wilson will mentor the teachers new to the school to ensure understanding of the evaluation system model (iObservation) and procedures of the school.

Planned mentor activities include: Completion of the PEC program (Ms. Dorado), lesson plan monitoring, observations of classroom instruction with constructive feedback, monthly meetings, individualized PD on Marzano and areas in need of improvement

**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 team including the Reading Chair, the Math Chair, the school's deans, and the principal will use data from the FCAT and Discovery to monitor progress in order to target areas in need for improvement through out the year. The areas in need of improvement will be the focus for professional development needs and use of resource allocation. Students will be targeted for small group and individual needs through analysis of the data and will be monitored through out the year. More students will be targeted as data shows declines throughout the year.

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

The MTSS team will meet every other month (more frequently as needed), facilitated by the principal, to engage in the following activities: Review school-wide, grade-level, and teacher data to problem solve interventions on a systematic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or as data is available. The team will help teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assisting in making decisions for the school teachers, and student improvement. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Focus on improving student achievement outcome with evidence based interventions implemented with fidelity and frequent progress monitoring will also be a function of the team. The team will also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

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

Fidelity of the MTSS and SIP will be monitored through the progress monitoring data, meeting notes, and student work samples.

**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**

Baseline data from the previous year's FCAT scores, baseline on demand writing assessment, and the beginning of the year baseline Discovery Education Program assessment for Reading, Science, and Math will be used to access and analyze data. Progress Monitoring is gathered two more times throughout the year through the Discovery Education Program and on demand writing assessments. Other progress monitoring data is collected through teacher assessments. End of year data is gathered through Discovery Education Program assessments and FCAT. Data is discussed and analyzed at least every other month in the MTSS team meetings.

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

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The MTSS overview will take place in September 16, 2013.

### **Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,080

Math and Reading teachers provide additional time at the end of the day for students that require more individualized time with the teacher. Teachers will work one on one with targeted students on the specific student's areas of weakness.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

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

Data is collected through teacher observations, teacher made assessment and checks for understanding, as well as through improvement through progress monitoring assessments.

#### **Who is responsible for monitoring implementation of this strategy?**

The math and reading teachers are responsible for monitoring the data and report to the principal. The principal will monitor the implementation of this extended learning strategy.

**Strategy:** Before or After School Program

**Minutes added to school year:** 750

PLC's for integration of technology to enhance student learning. Planning and Professional Development on the implementation of Marzano's strategies as well as Common Core.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Data will be collected and analyzed through classroom observations, work on the teacher deliberated practice growth plans, and scores on the teacher evaluation model.

**Who is responsible for monitoring implementation of this strategy?**

The principal and deans will be responsible for monitoring and assessing this strategy.

**Literacy Leadership Team (LLT)**

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

Name	Title
Anita Fine	Principal
Shelly Wilson	Reading Teacher
Paula Santiago	Reading Teacher
Robert Walrath	Elementary Teacher

**How the school-based LLT functions**

Scheduled monthly PLC meetings. Each member is responsible for contributing to the development of the professional development, pacing guide, curriculum support materials, model effective teaching strategies, analyzing data, and monitor implemented practices.

**Major initiatives of the LLT**

Higher order thinking through Depth of Knowledge and implementation of Common Core

Integration of technology, through iPads using iAuthor, edmodo, iTunes U, and iMovie

Center based learning, using small group instruction and individualized learning

**Every Teacher Contributes to Reading Instruction**

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

All teachers will participate in Florida Continuous Improvement Sequencing Model which includes teaching reading and administering an assessment tool for each for the clusters in the reading content areas using computer applications and/or all ancillary materials that provide support in reading clusters. In addition, all teachers will use close reading strategies when referring to text. Content area PLC's will have reading in the content area as one of their topics.

## 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 focuses on helping students progress to their correct grade level. Compass consists of 166 students that have failed at least one grade level. Students follow an intensified progression plan of completing three school years in two years. Students in eighth grade are also offered ninth grade electives in order to encourage them to move forward. In all academics teachers relate their work to students' futures in order to encourage them not to drop out. They are constantly reminded how what they are doing in class will affect their future.

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

The school takes students on four educational field trips throughout the school year to encourage students to explore career options and choices. Students go to a career expo, visit the University of South Florida, the Florida Polytechnic University, and go to a specialized trip such as Zoo School at Busch Gardens. Students have lessons in class to prepare them for the trips so that they can relate their course work to the career fields of their trips.

### **Strategies for improving student readiness for the public postsecondary level**

Field Trips to expose students to career fields and what is needed in order to be successful in those career fields.

Academic Advising for all students with failing grades.

Pull out programs for low performing Reading and Math students

Integration of iPads through out the school.

## 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	36%	23%	No	42%
American Indian				
Asian				
Black/African American	30%	11%	No	37%
Hispanic	32%	28%	No	39%
White	42%	26%	No	48%
English language learners	17%	13%	No	25%
Students with disabilities	33%	14%	No	39%
Economically disadvantaged	35%	22%	No	42%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	17%	21%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		9%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	61	42%	48%
Students in lowest 25% making learning gains (FCAT 2.0)			

**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)	[data excluded for privacy reasons]		71%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		15%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		37%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		29%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		12%

**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	33%	18%	No	39%
American Indian				
Asian				
Black/African American	26%	6%	No	33%
Hispanic	32%	20%	No	39%
White	38%	23%	No	44%
English language learners	25%	17%	No	33%
Students with disabilities	23%	14%	No	30%
Economically disadvantaged	31%	18%	No	38%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	15%	19%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		7%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	56	38%	42%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

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

**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	[data excluded for privacy reasons]		20%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		4%

**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)	3		5
Participation in STEM-related experiences provided for students	100	68%	75%

**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	12	67%	50%
Students retained, pursuant to s. 1008.25, F.S.	1	6%	2%
Students who are not proficient in reading by third grade	0		
Students who receive two or more behavior referrals	16	73%	50%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	50%	40%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	50	39%	35%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	2	2%	1%
Students who fail two or more courses in any subject	2	2%	1%
Students who receive two or more behavior referrals	124	85%	75%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	75	51%	41%



## Goals Summary

- G1.** 42% of students in grades 5-8 will achieve mastery by scoring a level 3, or above on the FCAT 2.0 Reading Assessment by April of 2014 as evidenced by the 2014 FCAT Reading school report of students provided by Pearson Access.
- G2.** 21% of students will score a level 3, and 9% of students will score a level 4 on the FCAT 2.0 Reading Assessment by April of 2014 as evidenced by the 2014 FCAT Reading School Report of Students provided by Person Access.
- G3.** 48% of students in grades 5-8 will make learning gains on the FCAT 2.0 Reading Assessment by April of 2014 as evidence by the FCAT 2.0 2014 Reading School Report of Students provided by Pearson Access.
- G4.** 71% of students in listening/speaking, 15% of students in reading, and 37% of students in writing will score proficient by April 2014 as evidenced by the Florida CELLA school report provided by service point.
- G5.** 29% of students in grade 8 will achieve mastery by scoring a level 3.5 or above on the FCAT writing assessment by March of 2014 as evidenced by the FCAT 2.0 2014 writing school report of students provided by Person Access.
- G6.** 11% of students in grade 8 will achieve a level 4.0 or above on the FCAT writing assessment by March of 2014 as evidenced by the FCAT 2.0 2014 writing school report of students provided by Person Access.
- G7.** 39% of students in grades 5-8 will achieve mastery by scoreing a level 3 or above on the FCAT 2.0 Math Assessment by April of 2014 as evidenced by the FCAT 2.0 2014 Math School Report of Students provided by Person Access.
- G8.** 19% of students will score a level 3, and 7% of students will scores a level 4 on the FCAT 2.0 Math Assessment by April of 2014 as evidenced by the 2014 FCAT Math School Report of Students provided by Person Access.
- G9.** 42% of students in grades 5-8 will make learning gains on the FCAT 2.0 Math Assessment by April of 2014 as evidenced by the FCAT 2.0 2014 Math School Report of Students provided by Pearson Access.
- G10.** 4% of students will score a level 3 and 4% of students will score a level 4 or above in grade 5 on the FCAT 2.0 Science Assessment by April of 2014 as evidenced by the FCAT 2.0 Science school report of students provided by Pearson Access.
- G11.** 20% of students will score a level 3 and 4% of students will score a level 4 or above in grade 8 on the FCAT 2.0 Science Assessment by April of 2014 as evidenced by the FCAT 2.0 Science school report of students provided by Pearson Access.

- G12.** No more than 50% of 5th graders and 35% of 6th-8th graders will receive excessive absences (10 or more) during the 2013-2014 school year as evidenced by the 2014 Genesis Excessive Absences Report.
- G13.** No more than 50% of students in 5th grade and 75% of students in 6-8 grades will more than one referral for the 2013-2014 school year, as evidenced by the 2014 Genesis Student Discipline Summary Report.
- G14.** No more than 40% of 5th graders and 41% of 6-8 graders will receive one or more Out-of-School Suspension during the 2013-2014 school year, as evidenced by the 2014 Genesis End of Year Out-of-School Suspension Report.

## Goals Detail

**G1.** 42% of students in grades 5-8 will achieve mastery by scoring a level 3, or above on the FCAT 2.0 Reading Assessment by April of 2014 as evidenced by the 2014 FCAT Reading school report of students provided by Pearson Access.

### Targets Supported

#### Resources Available to Support the Goal

- iPads: enhance engagement and motivation to increase reading skills through individualized and high interest academic interactive programs
- FL iTunes U book blogs: high interest novels, with interactive blogs where students can relate to characters, other readers, and the author
- Kindle/iBook novels: using the iPads to use close reading strategies, such as highlighting, underlines, writing notes.

#### Targeted Barriers to Achieving the Goal

- Students not actively engaged in their instruction. Education is not a priority for all students.
- Students unable to read complex text fluently; students not able to paraphrase complex text, students unable to comprehend complex text
- Students unable to cognitively comprehend complex text, taking the text to a higher order thinking level

### Plan to Monitor Progress Toward the Goal

progress monitoring data

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule:

on going, specifically in September, November, and January

#### Evidence of Completion:

baseline and mid-year data reports

**G2.** 21% of students will score a level 3, and 9% of students will score a level 4 on the FCAT 2.0 Reading Assessment by April of 2014 as evidenced by the 2014 FCAT Reading School Report of Students provided by Person Access.

### **Targets Supported**

#### **Resources Available to Support the Goal**

- Ipads: enhance engagement and motivation to increase reading skills through individualized and high interest academic interactive programs.
- FL iTunes U, book blogs, high interest novels with interactive blogs where students can relate to characters, other readers and the author.
- Kindle/iBook novels: using iPads to use close reading strategies, such as highlighting, underlines and writing notes

#### **Targeted Barriers to Achieving the Goal**

- Students not actively engaged in their instruction. Education is not a priority for all students.
- Students unable to read complex text fluently; students not able to paraphrase complex text, students unable to comprehend complex text.
- Students unable to cognitively comprehend complex text, taking the text to a higher order thinking level

### **Plan to Monitor Progress Toward the Goal**

Progress monitoring data

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule:**

on going, specifically in September, November, and January

#### **Evidence of Completion:**

baseline and mid year reports.

**G3.** 48% of students in grades 5-8 will make learning gains on the FCAT 2.0 Reading Assessment by April of 2014 as evidence by the FCAT 2.0 2014 Reading School Report of Students provided by Pearson Access.

### Targets Supported

#### Resources Available to Support the Goal

- Ipads: enhance engagement and motivation to increase reading skills through individualized and high interest academic interactive programs.
- iTunes U book blogs, high interest novels with interactive blogs where students can relate to characters, other readers and the author.
- Kindle/iBook novels, using the iPads to use close reading strategies, such as highlighting, underlines, and writing notes.

#### Targeted Barriers to Achieving the Goal

- Students not actively engaged in their instruction. Education is not a priority for all students.
- Students unable to read complex text fluently, students not able to paraphrase complex text, students unable to comprehend complex text.
- Students unable to cognitively comprehend complex text, taking the text to a higher order thinking level

### Plan to Monitor Progress Toward the Goal

Progress monitoring data

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule:

on going, specifically in September, November, and January

#### Evidence of Completion:

baseline and mid year data reports

**G4.** 71% of students in listening/speaking, 15% of students in reading, and 37% of students in writing will score proficient by April 2014 as evidenced by the Florida CELLA school report provided by service point.

### Targets Supported

#### Resources Available to Support the Goal

- iPad for individualized instruction
- LFS Scaffolding flip charts

#### Targeted Barriers to Achieving the Goal

- Parents are not equipped to help students at home.
- Students not able to read complex text fluently, paraphrase complex text, or comprehend complex text.
- Students limited expressive and receptive language.

## Plan to Monitor Progress Toward the Goal

Progress monitoring data

### Person or Persons Responsible

Principal

### Target Dates or Schedule:

on going, specifically in September, November, and January

### Evidence of Completion:

baseline and mid year data reports

**G5.** 29% of students in grade 8 will achieve mastery by scoring a level 3.5 or above on the FCAT writing assessment by March of 2014 as evidenced by the FCAT 2.0 2014 writing school report of students provided by Person Access.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Writing Workshops: three intensified writing workshops will be scheduled in November, December, and January, it will be lead by the principal, and work on strategies of the writing process
- Area focused class grouping: all 8th grade students are scheduled into one class so the teacher can focus on individual strengths and weaknesses in writing.
- Technology: iPad will be used in the classroom to encourage student engagement and interest, students will use the iPad for planning and writing prompts that will be saved and revised as students progress and used as a digital portfolio for students to track their progress

### Targeted Barriers to Achieving the Goal

- Poor basic understanding (FCAT level 3.0 and higher) of the writing process.

## Plan to Monitor Progress Toward the Goal

baseline data report, mid-year data report, progress monitoring database

### Person or Persons Responsible

Principal

### Target Dates or Schedule:

ongoing, specifically September, November, and January

### Evidence of Completion:

baseline and mid-year data reports

**G6.** 11% of students in grade 8 will achieve a level 4.0 or above on the FCAT writing assessment by March of 2014 as evidenced by the FCAT 2.0 2014 writing school report of students provided by Person Access.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Writing Workshops: three intensified writing workshops will be scheduled in November, December, and January, it will be lead by the principal, and work on strategies of the writing process
- Area focused class grouping: all 8th grade students are scheduled into one class so the teacher can focus on individual strengths and weaknesses in writing.
- Technology: iPad will be used in the classroom to encourage student engagement and interest, students will use the iPad for planning and writing prompts that will be saved and revised as students progress and used as a digital portfolio for students to track their progress

**Targeted Barriers to Achieving the Goal**

- Poor basic understanding (FCAT level 3.0 and higher) of the writing process.
- Lack of basic grammar skills.
- Lack of elaboration skills.

**Plan to Monitor Progress Toward the Goal**

baseline data report, mid-year data report, progress monitoring data

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

ongoing, specifically September, November, and January

**Evidence of Completion:**

baseline and mid-year data reports

**G7.** 39% of students in grades 5-8 will achieve mastery by scoring a level 3 or above on the FCAT 2.0 Math Assessment by April of 2014 as evidenced by the FCAT 2.0 2014 Math School Report of Students provided by Person Access.

**Targets Supported**

**Resources Available to Support the Goal**

- Technology: SMART programs/productions, iPad, SumDog, TenMarks
- Interactive Notebooks

**Targeted Barriers to Achieving the Goal**

- Weak computation skills
- Students have gaps in their background knowledge of essential math concepts.
- Students not actively engaged in their instruction. Education is not a priority for all students.

## Plan to Monitor Progress Toward the Goal

baseline progress monitoring data, mid-year progress monitoring data

### Person or Persons Responsible

Principal

### Target Dates or Schedule:

ongoing; October, January

### Evidence of Completion:

baseline data report, mid-year data report

**G8.** 19% of students will score a level 3, and 7% of students will scores a level 4 on the FCAT 2.0 Math Assessment by April of 2014 as evidenced by the 2014 FCAT Math School Report of Students provided by Person Access.

### Targets Supported

### Resources Available to Support the Goal

- Technology: SMART programs/productions, iPad, SumDog, TenMarks, Interactive notebooks.
- Interactive Notebooks

### Targeted Barriers to Achieving the Goal

- Weak computation skills
- Students have gaps in their background knowledge of essential math concepts
- Students not actively engaged in instruction. Education is not a priority for all students.

## Plan to Monitor Progress Toward the Goal

Progress monitoring data

### Person or Persons Responsible

Principal

### Target Dates or Schedule:

on going, specifically in September, November, and January

### Evidence of Completion:

baseline and mid year reports

**G9.** 42% of students in grades 5-8 will make learning gains on the FCAT 2.0 Math Assessment by April of 2014 as evidenced by the FCAT 2.0 2014 Math School Report of Students provided by Pearson Access.

**Targets Supported**

**Resources Available to Support the Goal**

- Technology: SMART programs/productions, iPad, SumDog, TenMarks, Interactive notebooks.
- Interactive notebooks

**Targeted Barriers to Achieving the Goal**

- Weak computation skills
- Students have gaps in their background knowledge of essential math concepts.
- Students not actively engaged in their instruction. Education is not a priority for all students.

**Plan to Monitor Progress Toward the Goal**

Progress monitoring data

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

on going, specifically in September, November, and January

**Evidence of Completion:**

baseline and mid year data reports

**G10.** 4% of students will score a level 3 and 4% of students will score a level 4 or above in grade 5 on the FCAT 2.0 Science Assessment by April of 2014 as evidenced by the FCAT 2.0 Science school report of students provided by Pearson Access.

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- Technology: SMART programs/equipment, iPads
- Interactive notebooks

**Targeted Barriers to Achieving the Goal**

- Students not actively engaged in their instruction. Education is not a priority for all students.
- Students have gaps in their background knowledge of essential science concepts.
- Lack of cognitive skills and the ability to write what they are thinking about.



### Plan to Monitor Progress Toward the Goal

baseline data report, mid-year data report, progress monitoring database

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

ongoing; September, November, January

**Evidence of Completion:**

baseline data report, mid-year data report

**G11.** 20% of students will score a level 3 and 4% of students will score a level 4 or above in grade 8 on the FCAT 2.0 Science Assessment by April of 2014 as evidenced by the FCAT 2.0 Science school report of students provided by Pearson Access.

**Targets Supported**

- Science - Middle School

**Resources Available to Support the Goal**

- Technology: Smart programs/equipment
- I pads and Interactive notebooks

**Targeted Barriers to Achieving the Goal**

- Students not actively engaged in their instruction. Education is not a priority for all students
- Students have gaps in their background knowledge of essential science concepts.
- Lack of cognitive skills and the ability to write what they are thinking about.

### Plan to Monitor Progress Toward the Goal

progress monitoring data

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

on going, specifically in September, November, and January

**Evidence of Completion:**

baseline and mid year data reports

**G12.** No more than 50% of 5th graders and 35% of 6th-8th graders will receive excessive absences (10 or more) during the 2013-2014 school year as evidenced by the 2014 Genesis Excessive Absences Report.

**Targets Supported**

- EWS
- EWS - Elementary School
- EWS - Middle School

**Resources Available to Support the Goal**

- Student Incentives
- Anti-Bullying Program Materials
- iPads
- Compass Student Contract

**Targeted Barriers to Achieving the Goal**

- Poor Social Skills
- Disengaged Students (social, academic, personal)
- Unclear Attendance Policy

**Plan to Monitor Progress Toward the Goal**

Attendance Reports

**Person or Persons Responsible**

Principal and Deans

**Target Dates or Schedule:**

Throughout the year, starting in November

**Evidence of Completion:**

Attendance and Discipline Progress Monitoring Reports

**G13.** No more than 50% of students in 5th grade and 75% of students in 6-8 grades will more than one referral for the 2013-2014 school year, as evidenced by the 2014 Genesis Student Discipline Summary Report.

**Targets Supported**

- EWS
- EWS - Elementary School
- EWS - Middle School

**Resources Available to Support the Goal**

- Student Incentives
- Anti-Bullying Program Materials
- iPads
- Compass Student Contract

**Targeted Barriers to Achieving the Goal**

- Poor Social Skills
- Disengaged Students (social, academic, personal)
- Students do not know the correct way to handle adverse situations between peers.

**Plan to Monitor Progress Toward the Goal**

Discipline Reports

**Person or Persons Responsible**

Principal and Deans

**Target Dates or Schedule:**

Throughout the year, starting in November

**Evidence of Completion:**

Discipline Progress Monitoring Reports

**G14.** No more than 40% of 5th graders and 41% of 6-8 graders will receive one or more Out-of-School Suspension during the 2013-2014 school year, as evidenced by the 2014 Genesis End of Year Out-of-School Suspension Report.

**Targets Supported**

- EWS
- EWS - Elementary School
- EWS - Middle School

**Resources Available to Support the Goal**

- Student Incentives
- Anti-Bullying Program Materials
- iPads
- Compass Student Contract

**Targeted Barriers to Achieving the Goal**

- Poor Social Skills
- Disengaged Students (social, academic, personal)
- Students do not know the correct way to handle adverse situations between peers.

**Plan to Monitor Progress Toward the Goal**

Discipline Reports

**Person or Persons Responsible**

Principal and Deans

**Target Dates or Schedule:**

Throughout the year, starting in November

**Evidence of Completion:**

Discipline Progress Monitoring Reports

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** 42% of students in grades 5-8 will achieve mastery by scoring a level 3, or above on the FCAT 2.0 Reading Assessment by April of 2014 as evidenced by the 2014 FCAT Reading school report of students provided by Pearson Access.

**G1.B1** Students not actively engaged in their instruction. Education is not a priority for all students.

**G1.B1.S1** Student academic improvement rewards

#### **Action Step 1**

Incentives for academic achievement

#### **Person or Persons Responsible**

all Reading teachers

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

participation lists, student planner

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

classroom observations

#### **Person or Persons Responsible**

Principal, Deans, all Reading teachers

#### **Target Dates or Schedule**

weekly, starting in October

#### **Evidence of Completion**

data/feedback in evaluation model system, iObservation (Marzano)

## Plan to Monitor Effectiveness of G1.B1.S1

student feedback, classroom observations focusing on engagement, teacher feedback

### Person or Persons Responsible

Principal and Reading teachers

### Target Dates or Schedule

quarterly

### Evidence of Completion

data/feedback in the evaluation system model, iObservation (Marzano)

**G1.B1.S2** Integration of technology to enhance student engagement through individualized and high interest academic programs.

### Action Step 1

PD and PLC's on iPad apps (edmodo, iTunes U, iAuthor, iMovie, educreations)

### Person or Persons Responsible

all Reading teachers

### Target Dates or Schedule

PD on October 9, 2013; PLC's on going

### Evidence of Completion

PD sign in sheet, PD materials, PLC documentation

### Facilitator:

Principal and Deans

### Participants:

all Reading teachers

### Plan to Monitor Fidelity of Implementation of G1.B1.S2

classroom and peer observations

#### **Person or Persons Responsible**

Principal, Deans, all Reading teachers

#### **Target Dates or Schedule**

monthly, starting in October

#### **Evidence of Completion**

data/feedback in evaluation model system, iObservation (Marzano)

### Plan to Monitor Effectiveness of G1.B1.S2

grade books, student work samples, teacher feedback

#### **Person or Persons Responsible**

Principal and Reading teachers

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

data analysis reports, PLC documentation

### G1.B1.S3 Opportunities to work collaboratively through projects and activities.

#### **Action Step 1**

collaborative work using, groups and pairs

#### **Person or Persons Responsible**

all Reading teachers

#### **Target Dates or Schedule**

daily

#### **Evidence of Completion**

classroom observations, student feed back

### **Plan to Monitor Fidelity of Implementation of G1.B1.S3**

classroom observations, student feedback

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

ongoing, starting in October

#### **Evidence of Completion**

data/feedback in evaluation model system, iObservation (Marzano)

### **Plan to Monitor Effectiveness of G1.B1.S3**

student work samples, classroom observations, student feedback

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

data/feedback in the evaluation system model, iObservation (Marzano)



**G1.B2** Students unable to read complex text fluently; students not able to paraphrase complex text, students unable to comprehend complex text

**G1.B2.S1** Use close reading strategies used in the classroom

**Action Step 1**

PD on close reading strategies, create a schedule for implementation, implement in the classroom.

**Person or Persons Responsible**

Principal and all Reading teachers

**Target Dates or Schedule**

ongoing starting in October

**Evidence of Completion**

lesson plans, implementation schedule

**Facilitator:**

Principal and Reading Chair

**Participants:**

all Reading teachers

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

classroom observations, peer observations, self observations

**Person or Persons Responsible**

Principal, Deans, and all Reading teachers

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

videos of classrooms

### Plan to Monitor Effectiveness of G1.B2.S1

student work samples, progress monitoring data

#### Person or Persons Responsible

Principal, Deans, and Reading teachers

#### Target Dates or Schedule

quarterly

#### Evidence of Completion

data analysis reports, grade reports

### G1.B2.S2 Use of Comprehension Instructional Sequence Model in the classroom.

#### Action Step 1

Create a schedule for implementation, create CISM lessons, and implement CISM in the classrooms

#### Person or Persons Responsible

Principal, Deans, and all Reading teachers

#### Target Dates or Schedule

October, January, March, and April

#### Evidence of Completion

lesson plans, student work samples

### Plan to Monitor Fidelity of Implementation of G1.B2.S2

classroom observations, peer observations, self observations

#### Person or Persons Responsible

Principal, Deans, and all Reading teachers

#### Target Dates or Schedule

ongoing; October, January, March, and April

#### Evidence of Completion

videos of classrooms

## Plan to Monitor Effectiveness of G1.B2.S2

student work samples, progress monitoring data

### Person or Persons Responsible

Principal, Deans, and Reading teachers

### Target Dates or Schedule

quarterly

### Evidence of Completion

data analysis reports, grade reports

## G1.B2.S3 Use of Marzano's 6-Step Process for teaching Vocabulary.

### Action Step 1

PD on Marzano's 6 step vocabulary process

### Person or Persons Responsible

Principal, Deans, and all Reading teachers

### Target Dates or Schedule

October 9, 2014

### Evidence of Completion

PD sign in sheet, PD materials

### Facilitator:

Principal and Reading Chair

### Participants:

all Reading teachers

### **Plan to Monitor Fidelity of Implementation of G1.B2.S3**

classroom observations, peer observations, self observations

#### **Person or Persons Responsible**

Principal, Deans, and all Reading teachers

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

videos of classrooms

### **Plan to Monitor Effectiveness of G1.B2.S3**

student work samples, progress monitoring data

#### **Person or Persons Responsible**

Principal, Deans, and Reading teachers

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

data analysis reports, grade reports

**G1.B3** Students unable to cognitively comprehend complex text, taking the text to a higher order thinking level

**G1.B3.S1** PD and PLC focus on Webb's Depth of Knowledge and Common Core

**Action Step 1**

Create and implement a PD on Webb's DOK and Common Core follow-up with PLC discussions

**Person or Persons Responsible**

Principal, Deans, and all Reading teachers

**Target Dates or Schedule**

PD January 6, 2014; PLC's monthly following PD

**Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

**Facilitator:**

Principal and Reading Chair

**Participants:**

all Reading Teacher

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

classroom observations

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

on going, starting in January

**Evidence of Completion**

feedback/data in evaluation model system, iObservation (Marzano)

### Plan to Monitor Effectiveness of G1.B3.S1

student work samples

#### **Person or Persons Responsible**

Principal and Reading teachers

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

data analysis reports

### G1.B3.S2 Opportunities to work collaboratively through projects and activities.

#### **Action Step 1**

collaborative work using pairs and groups

#### **Person or Persons Responsible**

all Reading teachers

#### **Target Dates or Schedule**

daily

#### **Evidence of Completion**

classroom observations, student feedback

### Plan to Monitor Fidelity of Implementation of G1.B3.S2

classroom observations

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

on going, starting in October

#### **Evidence of Completion**

feedback/data in evaluation model system, iObservation (Marzano)

## Plan to Monitor Effectiveness of G1.B3.S2

student work samples, classroom observations, student feedback

### Person or Persons Responsible

Principal and Reading teachers

### Target Dates or Schedule

monthly

### Evidence of Completion

data analysis reports

**G2.** 21% of students will score a level 3, and 9% of students will score a level 4 on the FCAT 2.0 Reading Assessment by April of 2014 as evidenced by the 2014 FCAT Reading School Report of Students provided by Person Access.

**G2.B1** Students not actively engaged in their instruction. Education is not a priority for all students.

## G2.B1.S1 Student academic improvement rewards

### Action Step 1

Incentives for academic achievement

### Person or Persons Responsible

All Reading teachers

### Target Dates or Schedule

weekly

### Evidence of Completion

participation lists, student planner

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

classroom observations

### Person or Persons Responsible

Principal, Deans, all Reading Teachers

### Target Dates or Schedule

weekly, beginning in October

### Evidence of Completion

data feedback in evaluation model system, iObservation (Marzano)

## Plan to Monitor Effectiveness of G2.B1.S1

student feedback

### **Person or Persons Responsible**

Principal and Reading teachers

### **Target Dates or Schedule**

quarterly

### **Evidence of Completion**

data/feedback in the evaluation system model, iObservation (Marzano)

## G2.B1.S2 Integration of technology to enhance engagement through individualized and high interest academic programs

### **Action Step 1**

PD and PLC's on iPad apps (Edmodo, iTunes U, iAuthor, iMovie, educreations)

### **Person or Persons Responsible**

all Reading teachers

### **Target Dates or Schedule**

PD on October 9, 2014; PLC's on going monthly

### **Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

### **Facilitator:**

Principal, Network Manager

### **Participants:**

All Reading Teachers



### Plan to Monitor Fidelity of Implementation of G2.B1.S2

classroom and peer observations

#### Person or Persons Responsible

Principal, Deans, and Reading teachers

#### Target Dates or Schedule

monthly beginning in October

#### Evidence of Completion

data/feedback in evaluation model system, iObservation (Marzano)

### Plan to Monitor Effectiveness of G2.B1.S2

grade books, student work samples, teacher feedback

#### Person or Persons Responsible

Principal and Reading teachers

#### Target Dates or Schedule

monthly

#### Evidence of Completion

data analysis reports, PLC documentation

### G2.B1.S3 Opportunities to work collaboratively through projects and activities

#### Action Step 1

collaborative work using groups and pairs

#### Person or Persons Responsible

all reading teachers

#### Target Dates or Schedule

daily

#### Evidence of Completion

classroom observations, student feedback

### **Plan to Monitor Fidelity of Implementation of G2.B1.S3**

classroom observations, student feedback

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

ongoing, beginning in October

#### **Evidence of Completion**

data/feedback in evaluation model system iObservation (Marzano)

### **Plan to Monitor Effectiveness of G2.B1.S3**

student work samples, classroom observations, student feedback

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

data/feedback in the evaluation system model, iObservation (Marzano)

**G2.B2** Students unable to read complex text fluently; students not able to paraphrase complex text, students unable to comprehend complex text.

**G2.B2.S1** Use close reading strategies in the classroom.

**Action Step 1**

PD on close reading strategies, create a schedule for implementation, implement in the classroom

**Person or Persons Responsible**

Principal and all Reading teachers

**Target Dates or Schedule**

ongoing starting in October

**Evidence of Completion**

lesson plans, implementation schedule

**Facilitator:**

Principal and Reading Chair

**Participants:**

All reading teachers

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

classroom observations, peers observations, self observations

**Person or Persons Responsible**

Principal, Deans, and all Reading teachers

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

videos of classrooms

## Plan to Monitor Effectiveness of G2.B2.S1

student work samples, progress monitoring data

### Person or Persons Responsible

Principal, Deans, and Reading Teachers

### Target Dates or Schedule

quarterly

### Evidence of Completion

data analysis reports, grade reports

## G2.B2.S2 Use of Comprehension Instructional Sequence Model in the classroom

### Action Step 1

Create a schedule for implementation, create CISM lessons, and implement CISM in the classrooms

#### Person or Persons Responsible

Principal, Deans, and all Reading teachers

#### Target Dates or Schedule

October, January, March, and April

#### Evidence of Completion

lesson plans, student work samples

### Action Step 2

Create a schedule for implementation, create CISM lessons, and implement CISM in the classrooms

#### Person or Persons Responsible

Principal, Deans, and all Reading teachers

#### Target Dates or Schedule

October, January, March, and April

#### Evidence of Completion

lesson plans, student work samples

### **Plan to Monitor Fidelity of Implementation of G2.B2.S2**

classroom observations, peer observations, self observations

#### **Person or Persons Responsible**

Principal, Deans, and all Reading teachers

#### **Target Dates or Schedule**

ongoing, October, January, March and April

#### **Evidence of Completion**

videos of classrooms

### **Plan to Monitor Effectiveness of G2.B2.S2**

student work samples, progress monitoring data

#### **Person or Persons Responsible**

Principal, Deans and Reading teachers

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

data analysis reports, grade reports

**G2.B2.S3 Use of Marzano's 6-Step process for teaching vocabulary**

**Action Step 1**

PD on Marzano's 6 step vocabulary

**Person or Persons Responsible**

Principal, Deans, and all reading teachers

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

PD sign in sheet - PD materials

**Facilitator:**

Principal and Reading Chair

**Participants:**

All reading teachers

**Action Step 2**

PD on Marzano's 6 step vocabulary

**Person or Persons Responsible**

Principal, Deans, and all reading teachers

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

PD sign in sheet - PD materials

**Facilitator:**

Principal and Reading Chair

**Participants:**

All reading teachers

### **Plan to Monitor Fidelity of Implementation of G2.B2.S3**

classroom observations, peer observations, self observations

#### **Person or Persons Responsible**

Principal, Deans, and all reading teachers

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

videos of classrooms

### **Plan to Monitor Effectiveness of G2.B2.S3**

student work samples, progress monitoring data

#### **Person or Persons Responsible**

Principal, Deans and all reading teachers

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

data analysis reports, grade reports

**G2.B3** Students unable to cognitively comprehend complex text, taking the text to a higher order thinking level

**G2.B3.S1** PD and PLC focus on Webb's Depth of Knowledge and Common Core

**Action Step 1**

Create and implement a PD on Webb's DOK and Common Core follow-up with PLC discussion

**Person or Persons Responsible**

Principal, Deans and all reading teachers

**Target Dates or Schedule**

PD January 6, 2014, PLC's monthly following PD

**Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

**Facilitator:**

Principal, Dean, Reading Chair

**Participants:**

All reading teachers

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

classroom observations

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

on going, starting in January

**Evidence of Completion**

feedback/data in evaluation model system, iObservation (Marzano)



### Plan to Monitor Effectiveness of G2.B3.S1

student work samples

#### **Person or Persons Responsible**

Principal and reading teachers

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

data analysis reports

### G2.B3.S2 Opportunities to work collaboratively through projects and activities

#### **Action Step 1**

collaborative work using pairs and groups

#### **Person or Persons Responsible**

all reading teachers

#### **Target Dates or Schedule**

daily

#### **Evidence of Completion**

classroom observations, student feedback

### Plan to Monitor Fidelity of Implementation of G2.B3.S2

classroom observations

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

on going, beginning in October

#### **Evidence of Completion**

feedback/data in evaluation model system, iObservation (Marzano)

### Plan to Monitor Effectiveness of G2.B3.S2

student work samples, classroom observations, student feedback

#### Person or Persons Responsible

Principal and reading teachers

#### Target Dates or Schedule

monthly

#### Evidence of Completion

data analysis reports

**G3.** 48% of students in grades 5-8 will make learning gains on the FCAT 2.0 Reading Assessment by April of 2014 as evidence by the FCAT 2.0 2014 Reading School Report of Students provided by Pearson Access.

**G3.B1** Students not actively engaged in their instruction. Education is not a priority for all students.

### G3.B1.S1 Student academic rewards

#### Action Step 1

Incentives for academic achievement

#### Person or Persons Responsible

all reading teachers

#### Target Dates or Schedule

weekly

#### Evidence of Completion

participation lists, student planner

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

classroom observations

#### Person or Persons Responsible

Principal, deans, all reading teachers

#### Target Dates or Schedule

weekly, beginning in October

#### Evidence of Completion

data/feedback in evaluation model system, iObservation (Marzano)

### Plan to Monitor Effectiveness of G3.B1.S1

student feedback, classroom observations focusing on engagement, teacher feedback

**Person or Persons Responsible**

Principal and reading teachers

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

data/feedback in the evaluation system model iObservation (Marzano)

**G3.B1.S2** Integration of technology to enhance student engagement through individualized and high interest academic programs.

**Action Step 1**

PD and PLC's on iPad apps (Edmodo, iTunes U, iAuthor, iMovie, educreations)

**Person or Persons Responsible**

all Reading Teachers

**Target Dates or Schedule**

PD on October 9, 2013 - on going monthly

**Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

**Facilitator:**

Principal, Network Manager, Reading Chair

**Participants:**

all reading teachers

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

classroom and peer observations

#### **Person or Persons Responsible**

Principal, deans, and all reading teachers

#### **Target Dates or Schedule**

monthly, starting in October

#### **Evidence of Completion**

data/feedback in evaluation system iObservation (Marzano)

### Plan to Monitor Effectiveness of G3.B1.S2

grade books, student work samples

#### **Person or Persons Responsible**

Principal and Reading teachers

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

data analysis reports, PLC documentation

### G3.B1.S3 Opportunities to work collaboratively through projects and activities

#### **Action Step 1**

collaborative work using groups and pairs

#### **Person or Persons Responsible**

all reading teachers

#### **Target Dates or Schedule**

daily

#### **Evidence of Completion**

classroom observations, student feedback

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

classroom observations, student feedback

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

ongoing - beginning in October

#### **Evidence of Completion**

data/feedback in evaluation model iObservation (Marzano)

### **Plan to Monitor Effectiveness of G3.B1.S3**

student work samples, classroom observations, student feedback

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

data/feedback in the evaluation system iObservation (Marzano)

**G3.B2** Students unable to read complex text fluently, students not able to paraphrase complex text, students unable to comprehend complex text.

**G3.B2.S1** Use close reading strategies in the classroom

**Action Step 1**

PD on close reading strategies, create a schedule for implementation, implement in the classroom

**Person or Persons Responsible**

Principal and all reading teachers

**Target Dates or Schedule**

ongoing, starting in October

**Evidence of Completion**

lesson plans, implementation schedule

**Facilitator:**

Principal, Reading Chair

**Participants:**

All reading teachers

**Action Step 2**

PD on close reading strategies, create a schedule for implementation, implement in the classroom

**Person or Persons Responsible**

Principal and all reading teachers

**Target Dates or Schedule**

ongoing, starting in October

**Evidence of Completion**

lesson plans, implementation schedule

**Facilitator:**

Principal, Reading Chair

**Participants:**

All reading teachers

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

classroom observations, peer observations, self observation

#### **Person or Persons Responsible**

Principal, deans, and all reading teachers

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

videos of classrooms

### **Plan to Monitor Effectiveness of G3.B2.S1**

Student work samples, progress monitoring data

#### **Person or Persons Responsible**

Principal, Deans and reading teachers

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

data analysis reports, grade reports

### **G3.B2.S2 Use of Comprehension Instructional Sequence Model in the classroom**

#### **Action Step 1**

Create a schedule for implementation, create CISM lesson, and implement CISM in the classrooms

#### **Person or Persons Responsible**

Principal, Deans and all reading teachers

#### **Target Dates or Schedule**

October, January, March, April

#### **Evidence of Completion**

lesson plans, student work samples

#### **Facilitator:**

Principal, Reading Chair

#### **Participants:**

All reading teachers

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

classroom observations, peer observations, self observations

#### **Person or Persons Responsible**

Principal, deans and all reading teachers

#### **Target Dates or Schedule**

ongoing; October, January, March, and April

#### **Evidence of Completion**

videos of classrooms



## Plan to Monitor Effectiveness of G3.B2.S2

student work samples, progress monitoring data

### Person or Persons Responsible

Principal, Deans and reading teachers

### Target Dates or Schedule

quarterly

### Evidence of Completion

data analysis reports, grade reports

## G3.B2.S3 Use of Marzano's 6-Step process for teaching vocabulary

### Action Step 1

PD on Marzano's 6 step vocabulary

### Person or Persons Responsible

Principal, Deans and all reading teachers

### Target Dates or Schedule

October 9, 2013

### Evidence of Completion

PD sign in sheet, PD materials

### Facilitator:

Reading Chair

### Participants:

all reading teachers

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

classroom observations, peer observations, self observations

#### **Person or Persons Responsible**

Principal, deans and all reading teachers

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

videos of classrooms

### **Plan to Monitor Effectiveness of G3.B2.S3**

student work samples

#### **Person or Persons Responsible**

Principal, Deans and reading teachers

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

data analysis reports, grade reports

**G3.B3** Students unable to cognitively comprehend complex text, taking the text to a higher order thinking level

**G3.B3.S1** PD and PLC focus on Webb's Depth of Knowledge and Common Core

**Action Step 1**

Create and implement an PD on Webb's DOK and Common Core follow up with PLC discussions

**Person or Persons Responsible**

Principal, Deans and all reading teachers

**Target Dates or Schedule**

PD January 6, 2014

**Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

**Facilitator:**

Principal and reading chair

**Participants:**

all reading teachers

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

classroom observations

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

ongoing, beginning in January

**Evidence of Completion**

feedback/ data in evaluation model system iObservation (Marzano)

### Plan to Monitor Effectiveness of G3.B3.S1

student work samples

**Person or Persons Responsible**

Principal and reading teachers

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

data analysis reports

### G3.B3.S2 Opportunities to work collaboratively through projects and activities

**Action Step 1**

collaborative work using pairs and groups

**Person or Persons Responsible**

all reading teachers

**Target Dates or Schedule**

daily

**Evidence of Completion**

classroom observation and student feedback

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

classroom observations

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

on going beginning in October

**Evidence of Completion**

feedback / data in evaluation model system iObservation (Marzano)

### Plan to Monitor Effectiveness of G3.B3.S2

student work samples, classroom observations and student feedback

#### Person or Persons Responsible

Principal and reading teachers

#### Target Dates or Schedule

monthly

#### Evidence of Completion

data analysis reports

**G4.** 71% of students in listening/speaking, 15% of students in reading, and 37% of students in writing will score proficient by April 2014 as evidenced by the Florida CELLA school report provided by service point.

**G4.B1** Parents are not equipped to help students at home.

**G4.B1.S1** Provide available resources for check out

#### Action Step 1

Monitor use of check out resources

#### Person or Persons Responsible

Principal, Deans, teachers

#### Target Dates or Schedule

August - June

#### Evidence of Completion

Check out inventory and follow up

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

Monitor checkout of resources

#### Person or Persons Responsible

Principal, Deans and all teachers

#### Target Dates or Schedule

August - June

#### Evidence of Completion

Check out inventory, and parent survey's

## Plan to Monitor Effectiveness of G4.B1.S1

Check out of resources

### Person or Persons Responsible

Principal

### Target Dates or Schedule

quarterly

### Evidence of Completion

review of inventoried resources, parent survey results

## G4.B1.S2 Establish class routine and climate of high expectations for students.

### Action Step 1

Class routine procedures and fidelity

#### Person or Persons Responsible

Principal, Deans

#### Target Dates or Schedule

monthly

#### Evidence of Completion

iObservation (Marzano) performance evaluation system

### Action Step 2

Class routine procedures and fidelity

#### Person or Persons Responsible

Principal, Deans

#### Target Dates or Schedule

monthly

#### Evidence of Completion

iObservation (Marzano) performance evaluation system

**Action Step 3**

Class routine procedures and fidelity

**Person or Persons Responsible**

Principal, Deans

**Target Dates or Schedule**

monthly

**Evidence of Completion**

iObservation (Marzano) performance evaluation system

**Plan to Monitor Fidelity of Implementation of G4.B1.S2**

Observation of classroom routines and management

**Person or Persons Responsible**

Principal, Deans

**Target Dates or Schedule**

August - June

**Evidence of Completion**

iObservation (Marzano) evaluation system model

**Plan to Monitor Effectiveness of G4.B1.S2**

Classroom management

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

data feedback from evaluation model iObservation (Marzano)

**G4.B1.S3** Provide opportunities to educate parents on how to continue education at home

**Action Step 1**

Open house, Parent resource nights

**Person or Persons Responsible**

Principal, Deans and all teachers

**Target Dates or Schedule**

September 26, 2014, December, January and April

**Evidence of Completion**

Parent sign in sheets, surveys

**Action Step 2**

Open house, Parent resource nights

**Person or Persons Responsible**

Principal, Deans and all teachers

**Target Dates or Schedule**

September 26, 2014, December, January and April

**Evidence of Completion**

Parent sign in sheets, surveys

**Plan to Monitor Fidelity of Implementation of G4.B1.S3**

Open house and parent resource opportunities

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

September - April

**Evidence of Completion**

Parent sign in sheets and surveys.



### Plan to Monitor Effectiveness of G4.B1.S3

Parent resource opportunities

**Person or Persons Responsible**

Principal and all teachers

**Target Dates or Schedule**

May

**Evidence of Completion**

Sign in sheet, evaluation of parent feedback

**G4.B2** Students not able to read complex text fluently, paraphrase complex text, or comprehend complex text.

**G4.B2.S1** Ongoing, monitored implementation of CISM in all subject areas, except for math

**Action Step 1**

Implementation of CISM

**Person or Persons Responsible**

All teachers, except math

**Target Dates or Schedule**

October - June

**Evidence of Completion**

student work samples

**Facilitator:**

Principal, Reading Chair

**Participants:**

All teachers, except math

## Action Step 2

Implementation of CISM

### Person or Persons Responsible

All teachers, except math

### Target Dates or Schedule

October - June

### Evidence of Completion

student work samples

### Facilitator:

Principal, Reading Chair

### Participants:

All teachers, except math

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

Rubrics designed to evaluate the use of CISM, Marzano, and summarization during classroom observations

### Person or Persons Responsible

Principal, Deans

### Target Dates or Schedule

October - June

### Evidence of Completion

data/feedback in evaluation system iObservation (Marzano)

## Plan to Monitor Effectiveness of G4.B2.S1

Classroom walk-throughs, benchmark assessments, progress monitoring, FCAT data

### Person or Persons Responsible

Principal, Deans

### Target Dates or Schedule

October - June

### Evidence of Completion

data feedback in the evaluation system iObservation (Marzano)

## **G4.B2.S2 Use of Marzano's 6-step process for teaching vocabulary**

### **Action Step 1**

Rubrics designed to evaluate the use of CISM, Marzano, and summarization during classroom visits.

#### **Person or Persons Responsible**

Principal, Deans, Reading Chair

#### **Target Dates or Schedule**

October - June

#### **Evidence of Completion**

data feedback in the evaluation system iObservation (Marzano)

## **Plan to Monitor Fidelity of Implementation of G4.B2.S2**

Discovery progress, classroom walk throughs

#### **Person or Persons Responsible**

Principal, Deans

#### **Target Dates or Schedule**

October - June

#### **Evidence of Completion**

data feedback in evaluation system/ iObservation (Marzano)

## **Plan to Monitor Effectiveness of G4.B2.S2**

Classroom walk throughs, benchmark assessments, FCAT scores

#### **Person or Persons Responsible**

Prinipal, deans

#### **Target Dates or Schedule**

June

#### **Evidence of Completion**

data feedback in evaluation system iObservation (Marzano)

**G4.B3** Students limited expressive and receptive language.

**G4.B3.S1** Common core professional development, test strategy materials

**Action Step 1**

Professional development on common core content

**Person or Persons Responsible**

Principal, deans,

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

Sign in sheets, pd materials

**Facilitator:**

Principal, Reading Chair

**Participants:**

all teachers

**Plan to Monitor Fidelity of Implementation of G4.B3.S1**

Teacher observations, student work samples

**Person or Persons Responsible**

Principal, deans

**Target Dates or Schedule**

October - June

**Evidence of Completion**

data feedback in the evaluation system model / iObservation (Marzano)

## Plan to Monitor Effectiveness of G4.B3.S1

Classroom walk throughs, benchmark assessments, progress monitoring data

### Person or Persons Responsible

Principal

### Target Dates or Schedule

May

### Evidence of Completion

data feedback evaluation system iObservation (Marzano)

**G5.** 29% of students in grade 8 will achieve mastery by scoring a level 3.5 or above on the FCAT writing assessment by March of 2014 as evidenced by the FCAT 2.0 2014 writing school report of students provided by Person Access.

**G5.B1** Poor basic understanding (FCAT level 3.0 and higher) of the writing process.

**G5.B1.S1** 3 writing workshops scheduled in November, December, and January; focused on the writing process

### Action Step 1

Create specialized writing workshops on the writing process and implement them in the classroom.

### Person or Persons Responsible

Principal and Language Arts Chair

### Target Dates or Schedule

Creation will start in October 2013, Writing Workshops will be implemented in three waves; one in November, one in December, and one in January

### Evidence of Completion

Student work samples, lesson plans, lesson materials

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

video of the workshops while presented

#### **Person or Persons Responsible**

Principal and Language Arts Chair

#### **Target Dates or Schedule**

following each Writing Workshop; November, December, and January

#### **Evidence of Completion**

student attendance logs, video

### **Plan to Monitor Effectiveness of G5.B1.S1**

student work samples

#### **Person or Persons Responsible**

Principal and Language Arts Chair

#### **Target Dates or Schedule**

November, December, and January

#### **Evidence of Completion**

report on data analysis and student progression

**G5.B1.S2** PD on the writing process, will a follow up on what is working in the classroom to revise strategies

**Action Step 1**

A professional development workshop will be given on the writing process and changes in the FCAT Writing rubric; as well as what to prepare for when the test becomes Common Core based

**Person or Persons Responsible**

Presented by Principal and Language Arts Chair, given to all language arts teachers

**Target Dates or Schedule**

October 9

**Evidence of Completion**

Adgenda, presentation materials, sign in sheet

**Facilitator:**

Principal and Language Arts Chair

**Participants:**

all language arts teachers

**Plan to Monitor Fidelity of Implementation of G5.B1.S2**

Classroom Observations

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Through out the year, beginning after October 9, 2013.

**Evidence of Completion**

feed back and documentation in the evaluation model system, iObservation (Marzano)

## Plan to Monitor Effectiveness of G5.B1.S2

Student Work Samples, Progress Monitoring data

### Person or Persons Responsible

Principal

### Target Dates or Schedule

through out the year, specifically in September, November, and January when progress monitoring writing assessments are administered

### Evidence of Completion

mid-year report, grade book

**G6.** 11% of students in grade 8 will achieve a level 4.0 or above on the FCAT writing assessment by March of 2014 as evidenced by the FCAT 2.0 2014 writing school report of students provided by Person Access.

**G6.B1** Poor basic understanding (FCAT level 3.0 and higher) of the writing process.

**G6.B1.S1** 3 writing workshops scheduled in November, December, and January; focused on the writing process

### Action Step 1

Create specialized writing workshops on the writing process and implement them in the classroom.

### Person or Persons Responsible

Principal and Language Arts Chair

### Target Dates or Schedule

Creation will start in October 2013, Writing Workshops will be implemented in three waves; one in November, one in December, and one in January

### Evidence of Completion

Student work samples, lesson plans, lesson materials



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

video of the workshops while presented

#### **Person or Persons Responsible**

Principal and Language Arts Chair

#### **Target Dates or Schedule**

following each Writing Workshop; November, December, and January

#### **Evidence of Completion**

student attendance logs, video

### **Plan to Monitor Effectiveness of G6.B1.S1**

student work samples

#### **Person or Persons Responsible**

Principal and Language Arts Chair

#### **Target Dates or Schedule**

November, December, and January

#### **Evidence of Completion**

report on data analysis and student progression

**G6.B1.S2** PD on the writing process, will a follow up on what is working in the classroom to revise strategies

**Action Step 1**

A professional development workshop will be given on the writing process and changes in the FCAT Writing rubric; as well as what to prepare for when the test becomes Common Core based

**Person or Persons Responsible**

Presented by Principal and Language Arts Chair, given to all language arts teachers

**Target Dates or Schedule**

October 9

**Evidence of Completion**

Adgenda, presentation materials, sign in sheet

**Facilitator:**

Principal and Language Arts Chair

**Participants:**

all language arts teachers

**Plan to Monitor Fidelity of Implementation of G6.B1.S2**

Classroom Observations

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Through out the year, beginning after October 9, 2013.

**Evidence of Completion**

feed back and documentation in the evaluation model system, iObservation (Marzano)

## Plan to Monitor Effectiveness of G6.B1.S2

Student Work Samples, Progress Monitoring data

### Person or Persons Responsible

Principal

### Target Dates or Schedule

through out the year, specifically in September, November, and January when progress monitoring writing assessments are administered

### Evidence of Completion

mid-year report, grade book

## G6.B2 Lack of basic grammar skills.

### G6.B2.S1 Implementation of grammar bell work in all Language Arts courses.

#### Action Step 1

Create daily bell work specific to students areas of weakness in grammar

#### Person or Persons Responsible

Language Arts Chair

#### Target Dates or Schedule

all year, starting first week of school

#### Evidence of Completion

teacher materials, lesson plans

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

student work samples, classroom observations

### Person or Persons Responsible

Principal and Language Arts Chair

### Target Dates or Schedule

on going

### Evidence of Completion

grade book and feedback/data in the evaluation model system, iObservation (Marzano)

### Plan to Monitor Effectiveness of G6.B2.S1

student work samples, grade reports, teacher feedback

#### Person or Persons Responsible

Principal and all Language Arts teachers

#### Target Dates or Schedule

monthly

#### Evidence of Completion

grade reports, PLC documentation

### G6.B2.S2 Individualized classroom assignments targeted for students' areas of weakness.

#### Action Step 1

Create daily bell work specific to students areas of weakness in grammar

#### Person or Persons Responsible

Language Arts Chair

#### Target Dates or Schedule

all year, starting first week of school

#### Evidence of Completion

teacher materials, lesson plans

### Plan to Monitor Fidelity of Implementation of G6.B2.S2

student work samples, classroom observations

#### Person or Persons Responsible

Principal and Language Arts Chair

#### Target Dates or Schedule

on going

#### Evidence of Completion

grade book and feedback/data in the evaluation model system, iObservation (Marzano)

## Plan to Monitor Effectiveness of G6.B2.S2

student work samples, grade reports, teacher feedback

### Person or Persons Responsible

Principal and all Language Arts teachers

### Target Dates or Schedule

monthly

### Evidence of Completion

grade reports, PLC documentation

## G6.B3 Lack of elaboration skills.

### G6.B3.S1 2 writing workshops scheduled in December and January focused on elaboration skills

#### Action Step 1

Create specialized writing workshops on elaboration and implement them in the classroom.

#### Person or Persons Responsible

Principal and Language Arts Chair

#### Target Dates or Schedule

December and January

#### Evidence of Completion

Student work samples, lesson plans, lesson materials

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

video of the workshop while presenting

#### Person or Persons Responsible

Principal and Language Arts Chair

#### Target Dates or Schedule

after each workshop; December and January

#### Evidence of Completion

attendance log, video

### Plan to Monitor Effectiveness of G6.B3.S1

student work samples

#### Person or Persons Responsible

Principal and Language Arts Chair

#### Target Dates or Schedule

December and January

#### Evidence of Completion

report on data analysis and student progression

**G6.B3.S2** Writing elaboration apps used in the classroom to enhance engagement and motivation toward improvement of elaboration skills.

#### Action Step 1

create a schedule for implementation of the app in all language arts classrooms, follow the implementation app and present for use in the classroom

#### Person or Persons Responsible

Principal and Language Arts Chair

#### Target Dates or Schedule

October 2013

#### Evidence of Completion

lesson plans, implementation schedule, student work samples

### Plan to Monitor Fidelity of Implementation of G6.B3.S2

classroom observations, data provided through app

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

on going, starting in October 2014

#### Evidence of Completion

feed back/data in the evaluation model system, iObservation (Marzano), iPad check out list, data reports

## Plan to Monitor Effectiveness of G6.B3.S2

data reports, grade book

### Person or Persons Responsible

Principal and Language Arts Chair

### Target Dates or Schedule

monthly

### Evidence of Completion

report on data analysis and student progression

**G7.** 39% of students in grades 5-8 will achieve mastery by scoring a level 3 or above on the FCAT 2.0 Math Assessment by April of 2014 as evidenced by the FCAT 2.0 2014 Math School Report of Students provided by Person Access.

## G7.B1 Weak computation skills

**G7.B1.S1** Use of scaffolding strategies in the classroom.

### Action Step 1

PD on LFS Scaffolding strategies, implementation of scaffolding strategies in the classroom

### Person or Persons Responsible

Principal and math teachers

### Target Dates or Schedule

January 6th, 2014

### Evidence of Completion

PD sign in sheet, PD materials, classroom observations

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

Classroom observations, peer observations

### Person or Persons Responsible

Principal and Math teachers

### Target Dates or Schedule

on going, beginning in January

### Evidence of Completion

data feedback in the evaluation model system, iObservation (Marzano)

### Plan to Monitor Effectiveness of G7.B1.S1

Progress monitoring data, PLC discussions

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

quarterly

#### Evidence of Completion

data analysis report, PLC documentation

### G7.B1.S2 Implementation of pull-outs in the classroom for individualized instruction.

#### Action Step 1

Create pull out schedule, target students' needs, create work for pull out instructions

#### Person or Persons Responsible

Principal, Deans, and Math teachers

#### Target Dates or Schedule

weekly, starting October

#### Evidence of Completion

schedule for pull outs, list of targeted students' needs, lesson plans, teacher materials

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

classroom observation, student work samples

#### Person or Persons Responsible

Principal, Deans, and Math teachers

#### Target Dates or Schedule

monthly

#### Evidence of Completion

data/feedback in evaluation model system (iObservation, Marzano), progress tracking form



## Plan to Monitor Effectiveness of G7.B1.S2

progress tracking forms, grade reports, progress monitoring data

### Person or Persons Responsible

Principal

### Target Dates or Schedule

quarterly

### Evidence of Completion

data analysis reports

## G7.B1.S3 Implementation of the high effect strategy of revision and examining errors of reasoning.

### Action Step 1

PD on high effect strategy of revision and examining errors of reasoning, implementation of strategy, and use of interactive notebooks.

### Person or Persons Responsible

Principal, Deans, and Math teachers

### Target Dates or Schedule

PD in August; implementation weekly, starting September

### Evidence of Completion

lesson plans, PD sign in sheet, PD materials, classroom observations

### Facilitator:

Principal and Deans

### Participants:

Math Teachers

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

classroom observation, student work samples

#### **Person or Persons Responsible**

Principal, Deans, and Math teachers

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

data/feedback in evaluation model system (iObservation, Marzano), progress tracking form

### **Plan to Monitor Effectiveness of G7.B1.S3**

progress tracking forms, grade reports, progress monitoring data

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

data analysis reports

**G7.B3** Students not actively engaged in their instruction. Education is not a priority for all students.

**G7.B3.S1** Interactive notebook used in the classroom

**Action Step 1**

PD on interactive notebook and implementation in the classroom

**Person or Persons Responsible**

All math teachers, and Principal

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

**Facilitator:**

Principal - Math Chair

**Participants:**

All math teachers

**Action Step 2**

PD on interactive notebook and implementation in the classroom

**Person or Persons Responsible**

All math teachers, and Principal

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

**Facilitator:**

Principal - Math Chair

**Participants:**

All math teachers

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

classroom observations, peer observations

#### **Person or Persons Responsible**

Principal and Math teachers

#### **Target Dates or Schedule**

on going, starting in October

#### **Evidence of Completion**

data/feedback in the evaluation system model, iObservation (Marzano)

### Plan to Monitor Effectiveness of G7.B3.S1

Progress monitoring data, PLC discussions

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

data analysis report, PLC documentation

### G7.B3.S2 Student academic improvement rewards

#### **Action Step 1**

Incentives for academic achievement

#### **Person or Persons Responsible**

all Reading teachers

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

Participation lists, student planner

**Action Step 2**

Incentives for academic achievement

**Person or Persons Responsible**

all Reading teachers

**Target Dates or Schedule**

weekly

**Evidence of Completion**

Participation lists, student planner

**Plan to Monitor Fidelity of Implementation of G7.B3.S2**

Classroom observations

**Person or Persons Responsible**

Principal, Deans and all math teachers

**Target Dates or Schedule**

weekly, beginning in October

**Evidence of Completion**

data/feedback in evaluation model iObservation (Marzano)

**Plan to Monitor Effectiveness of G7.B3.S2**

student feed back, classroom observations focusing on engagement, teacher feedback

**Person or Persons Responsible**

Principal, and all math teachers

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

data feedback in the evaluation system iObservation (Marzano)

**G7.B3.S3** Integration of technology to enhance student engagement through individualized and high interest academic programs

**Action Step 1**

PD and PLC's on Ipad apps (Edmodo, iTunes U, iAuthor, iMovie, educreations)

**Person or Persons Responsible**

all math teachers

**Target Dates or Schedule**

PD on October 9, 2013

**Evidence of Completion**

PD sign in sheet

**Action Step 2**

PD and PLC's on Ipad apps (Edmodo, iTunes U, iAuthor, iMovie, educreations)

**Person or Persons Responsible**

all math teachers

**Target Dates or Schedule**

PD on October 9, 2013

**Evidence of Completion**

PD sign in sheet

**Plan to Monitor Fidelity of Implementation of G7.B3.S3**

Classroom and peer observations

**Person or Persons Responsible**

Principal, Deans and all math teachers

**Target Dates or Schedule**

monthly, starting in October

**Evidence of Completion**

data / feedback in evaluation model, iObservation (Marzano)

### Plan to Monitor Effectiveness of G7.B3.S3

Grade books, student work samples

#### **Person or Persons Responsible**

Principal and Math teachers

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

data analysis reports, PLC documentation

### G7.B3.S4 Opportunities to work collaboratively through projects and activities

#### **Action Step 1**

Collaborative work using groups and pairs

#### **Person or Persons Responsible**

all math teachers

#### **Target Dates or Schedule**

ongoing, starting in October

#### **Evidence of Completion**

data feedback in the evaluation system model, iObservation (Marzano)

### Plan to Monitor Fidelity of Implementation of G7.B3.S4

classroom observations, student feedback

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

on going - beginning in October

#### **Evidence of Completion**

data feedback in the evaluation system iObservation (Marzano)

### Plan to Monitor Effectiveness of G7.B3.S4

student work samples, classroom observation, student feedback

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

monthly

#### Evidence of Completion

data feedback in the evaluation system iObservation (Marzano)

**G8.** 19% of students will score a level 3, and 7% of students will scores a level 4 on the FCAT 2.0 Math Assessment by April of 2014 as evidenced by the 2014 FCAT Math School Report of Students provided by Person Access.

### G8.B1 Weak computation skills

#### G8.B1.S1 Use of scaffolding strategies in the classroom

##### Action Step 1

PD on LFS Scaffolding strategies, implementation of scaffolding strategies in the classroom

#### Person or Persons Responsible

Principal, math teachers

#### Target Dates or Schedule

January 6, 2013

#### Evidence of Completion

PD sign in sheet, PD materials, classroom observations

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

Classroom observations, peer observations

#### Person or Persons Responsible

Principal and Math teachers

#### Target Dates or Schedule

Ongoing beginning in January

#### Evidence of Completion

data feedback in the evaluation system iObservation (Marzano)



### Plan to Monitor Effectiveness of G8.B1.S1

Progress monitoring data, PLC discussions

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

quarterly

#### Evidence of Completion

data analysis report, PLC documentation

### G8.B1.S2 Implementation of pull-outs in the classroom for individualized instruction

#### Action Step 1

Create pull out schedule, target students needs, create work for pull out instructions

#### Person or Persons Responsible

Principal, deans, math teachers

#### Target Dates or Schedule

weekly, starting October

#### Evidence of Completion

schedule for pull outs, list of targeted students' needs, lesson plans, teacher materials

### Plan to Monitor Fidelity of Implementation of G8.B1.S2

Classroom observation, student work samples

#### Person or Persons Responsible

Principal, deans and math teachers

#### Target Dates or Schedule

monthly

#### Evidence of Completion

data/feedback in evaluation model system (iObservation, Marzano) progress tracking form

## Plan to Monitor Effectiveness of G8.B1.S2

Progress tracking forms, grade reports, progress monitoring data

### Person or Persons Responsible

Principal

### Target Dates or Schedule

quarterly

### Evidence of Completion

data analysis reports

## G8.B1.S3 Implementation of the high effect strategy of revision and examining errors of reasoning

### Action Step 1

PD on high effect strategy of revision and examining errors of reasoning, implementation of strategy, and use of interactive notebooks

### Person or Persons Responsible

Principal, deans and math teachers

### Target Dates or Schedule

monthly

### Evidence of Completion

date feedback in evaluation system (Observation, Marzano) progress tracking form

### Facilitator:

Principal, math chair

### Participants:

all math teachers

### **Plan to Monitor Fidelity of Implementation of G8.B1.S3**

classroom observation, student work samples

#### **Person or Persons Responsible**

Principal, deans and math teachers

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

data feedback in evaluation system iObservation (Marzano)

### **Plan to Monitor Effectiveness of G8.B1.S3**

progress tracking forms, grade reports, progress monitoring data

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

data analysis reports

**G8.B2** Students have gaps in their background knowledge of essential math concepts

**G8.B2.S1** Scaffold information in the classroom before using grade level work.

**Action Step 1**

PD on LFS scaffolding strategies, implementation of scaffolding strategies in the classroom

**Person or Persons Responsible**

Principal, math teachers

**Target Dates or Schedule**

January 6, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

**Facilitator:**

Principal, math chair

**Participants:**

all math teachers

**Action Step 2**

PD on LFS scaffolding strategies, implementation of scaffolding strategies in the classroom

**Person or Persons Responsible**

Principal, math teachers

**Target Dates or Schedule**

January 6, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

**Facilitator:**

Principal, math chair

**Participants:**

all math teachers

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

Classroom observations, peer observations

**Person or Persons Responsible**

Principal and science teachers

**Target Dates or Schedule**

ongoing starting in January

**Evidence of Completion**

data /feedback in the evaluation model system iObservation (Marzano)

### Plan to Monitor Effectiveness of G8.B2.S1

progress monitoring data, PLC discussions

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

data analysis reports, PLC documentation

### G8.B2.S2 Use the six step Marzano process for teaching vocabulary

**Action Step 1**

PD on common core scaffolding strategies, implementation of scaffolding strategies in the classroom

**Person or Persons Responsible**

Principal and math teachers

**Target Dates or Schedule**

January 6, 2014

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

### Plan to Monitor Fidelity of Implementation of G8.B2.S2

Classroom observations, peer observations

**Person or Persons Responsible**

Principal and math teachers

**Target Dates or Schedule**

ongoing beginning in January

**Evidence of Completion**

data /feedback in the evaluation model system iObservation (Marzano)

### Plan to Monitor Effectiveness of G8.B2.S2

Progress monitoring data, PLC discussions

**Person or Persons Responsible**

Prinicpal

**Target Dates or Schedule**

monthly

**Evidence of Completion**

data analysis report, PLC documentation

**G8.B2.S3** Use of activators that build prior knowledge of content.

**Action Step 1**

PD on activating strategies and creation of activators that build prior knowledge

**Person or Persons Responsible**

Principal and science teachers

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations, lesson plans

**Facilitator:**

Principal and science chair

**Participants:**

All science teachers

**Plan to Monitor Fidelity of Implementation of G8.B2.S3**

Classroom observations, peer observations

**Person or Persons Responsible**

Principal and science teachers

**Target Dates or Schedule**

ongoing, beginning in October

**Evidence of Completion**

data /feedback in the evaluation model system iObservation (Marzano)

### Plan to Monitor Effectiveness of G8.B2.S3

progress monitoring data, PLC discussions

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

quarterly

#### Evidence of Completion

data analysis report, PLC documentation.

**G8.B3** Students not actively engaged in instruction. Education is not a priority for all students.

### G8.B3.S1 Student academic improvement rewards

#### Action Step 1

Incentives for academic achievement

#### Person or Persons Responsible

all math teachers

#### Target Dates or Schedule

weekly

#### Evidence of Completion

participation lists, student planner

### Plan to Monitor Fidelity of Implementation of G8.B3.S1

Classroom observations

#### Person or Persons Responsible

Principal, deans and all math teachers

#### Target Dates or Schedule

weekly, starting in October

#### Evidence of Completion

data /feedback in the evaluation model system iObservation (Marzano)



## Plan to Monitor Effectiveness of G8.B3.S1

student feedback, classroom observations focusing on engagement, teacher feedback

### Person or Persons Responsible

Principal and math teachers

### Target Dates or Schedule

quarterly

### Evidence of Completion

data /feedback in the evaluation model system iObservation (Marzano)

## G8.B3.S2 Integration of technology to enhance student engagement through individualized and high interest academic programs

### Action Step 1

PD and PLC's on iPad apps (Edmodo, iTunes U, iAuthor, iMovie, educreations)

### Person or Persons Responsible

all math teachers

### Target Dates or Schedule

PD on October 9, 2014

### Evidence of Completion

PD sign in sheet, PD materials, PLC documentation

### Facilitator:

Principal and network manager

### Participants:

all teachers

### Plan to Monitor Fidelity of Implementation of G8.B3.S2

classroom and peer observations

#### **Person or Persons Responsible**

Principal, deans, and all science teachers

#### **Target Dates or Schedule**

monthly, starting in October

#### **Evidence of Completion**

data /feedback in the evaluation model system iObservation (Marzano)

### Plan to Monitor Effectiveness of G8.B3.S2

grade books, student work samples, teacher feedback

#### **Person or Persons Responsible**

Principal and reading teachers

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

data analysis reports, PLC documentation

### G8.B3.S3 Opportunities to work collaboratively through projects and activities

#### **Action Step 1**

Collaborative work using groups and pairs

#### **Person or Persons Responsible**

All science teachers

#### **Target Dates or Schedule**

daily

#### **Evidence of Completion**

classroom observations, student feedback

### Plan to Monitor Fidelity of Implementation of G8.B3.S3

classroom observations, student feedback

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

ongoing, starting in October

#### Evidence of Completion

data /feedback in the evaluation model system iObservation (Marzano)

### Plan to Monitor Effectiveness of G8.B3.S3

student work samples, classroom observations, student feedback

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

monthly

#### Evidence of Completion

data /feedback in the evaluation model system iObservation (Marzano)

**G9.** 42% of students in grades 5-8 will make learning gains on the FCAT 2.0 Math Assessment by April of 2014 as evidenced by the FCAT 2.0 2014 Math School Report of Students provided by Pearson Access.

**G9.B1** Weak computation skills

**G9.B1.S1** Use of scaffolding strategies in the classroom.

**Action Step 1**

PD on common core implementation of scaffolding strategies in the classroom

**Person or Persons Responsible**

Principal and science teachers

**Target Dates or Schedule**

January 6, 2014

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

**Facilitator:**

Principal and Science chair

**Participants:**

all teachers

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

classroom observations, peer observations

**Person or Persons Responsible**

Principal and science teachers

**Target Dates or Schedule**

ongoing, beginning in January

**Evidence of Completion**

data /feedback in the evaluation model system iObservation (Marzano)

### Plan to Monitor Effectiveness of G9.B1.S1

Progress monitoring data, PLC discussions

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

quarterly

#### Evidence of Completion

data analysis report, PLC documentation

### G9.B1.S2 Implementation of pull-outs in the classroom for individualized instruction

#### Action Step 1

Create pull out schedule target students needs, create work for pull out instructions

#### Person or Persons Responsible

Principal, Deans and math teachers

#### Target Dates or Schedule

weekly, starting in October

#### Evidence of Completion

schedule for pull outs, list of targeted students needs, lesson plans, teacher materials

### Plan to Monitor Fidelity of Implementation of G9.B1.S2

classroom observation, student work samples

#### Person or Persons Responsible

Principal, deans, and math teachers

#### Target Dates or Schedule

monthly

#### Evidence of Completion

data/feedback in evaluation model system iObservation (Marzano) progress tracking form.

### Plan to Monitor Effectiveness of G9.B1.S2

Progress tracking forms, grade reports, progress monitoring data

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

monthly

#### Evidence of Completion

data analysis reports.

### G9.B1.S3 Implementation of the high effect strategy of revision and examining errors of reasoning.

#### Action Step 1

PD on high effect strategy of revision and examining errors of reasoning, implementation of strategy and the use of interactive notebooks

#### Person or Persons Responsible

Principal, deans, and math teachers

#### Target Dates or Schedule

PD in August; implementation weekly starting in September

#### Evidence of Completion

Lesson plans, pd sign in sheets, PD materials, classroom observations

### Plan to Monitor Fidelity of Implementation of G9.B1.S3

Classroom observation, student work samples

#### Person or Persons Responsible

Principal, Deans, and Math teachers

#### Target Dates or Schedule

monthly

#### Evidence of Completion

data feedback in evaluation model system (iObservation-Marzano), progress tracking form.

### Plan to Monitor Effectiveness of G9.B1.S3

Progress tracking forms, grade reports, progress monitoring data

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

quarterly

#### Evidence of Completion

data analysis reports

**G9.B2** Students have gaps in their background knowledge of essential math concepts.

**G9.B2.S1** Scaffold information in the classroom before using grade level work

#### Action Step 1

PD on common core strategies, implementation of scaffolding strategies in the classroom.

#### Person or Persons Responsible

Principal and science teachers

#### Target Dates or Schedule

January 6, 2014

#### Evidence of Completion

PD sign in sheet, Pd materials, classroom observations

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

Classroom observations, peer observations

#### Person or Persons Responsible

Principal and science teachers

#### Target Dates or Schedule

ongoing, beginning January

#### Evidence of Completion

data feedback in evaluation model system (iObservation-Marzano), progress tracking form.

## Plan to Monitor Effectiveness of G9.B2.S1

Progress monitoring data

### Person or Persons Responsible

Principal

### Target Dates or Schedule

monthly

### Evidence of Completion

data analysis report, PLC documentation

## G9.B2.S2 Use of the six step Marzano process for teaching vocabulary

### Action Step 1

PD on the Six step vocabulary method

### Person or Persons Responsible

Principal and science teachers

### Target Dates or Schedule

January 6, 2014

### Evidence of Completion

PD sign in sheet, pd materials, classroom observations

### Facilitator:

Principal, and reading chair

### Participants:

all teachers



### Plan to Monitor Fidelity of Implementation of G9.B2.S2

Classroom observations, peer observations

**Person or Persons Responsible**

Principal and science teachers

**Target Dates or Schedule**

ongoing beginning January

**Evidence of Completion**

data feedback in evaluation model system (iObservation-Marzano), progress tracking form.

### Plan to Monitor Effectiveness of G9.B2.S2

Progress monitoring data and PLC discussions

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

monthly

**Evidence of Completion**

data analysis report, PLC documentation

### G9.B2.S3 Use of activators that build prior knowledge of content.

**Action Step 1**

PD on activating strategies and creation of activators that build prior knowledge

**Person or Persons Responsible**

Principal and science teachers

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations, lesson plans

### Plan to Monitor Fidelity of Implementation of G9.B2.S3

Classroom observations, peer observations

#### Person or Persons Responsible

Principal and science teachers

#### Target Dates or Schedule

ongoing, beginning October

#### Evidence of Completion

data feedback in evaluation model system (iObservation-Marzano), progress tracking form.

### Plan to Monitor Effectiveness of G9.B2.S3

Progress monitoring data, PLC discussions

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

quarterly

#### Evidence of Completion

data analysis report, PLC documentation

**G9.B3** Students not actively engaged in their instruction. Education is not a priority for all students.

### G9.B3.S1 Student academic improvement rewards

#### Action Step 1

Incentives for academic achievement

#### Person or Persons Responsible

all Science teachers

#### Target Dates or Schedule

weekly

#### Evidence of Completion

participation lists, student planner

### Plan to Monitor Fidelity of Implementation of G9.B3.S1

classroom observations

**Person or Persons Responsible**

all science teachers

**Target Dates or Schedule**

weekly, beginning in October

**Evidence of Completion**

data feedback in evaluation model system (iObservation-Marzano), progress tracking form.

### Plan to Monitor Effectiveness of G9.B3.S1

student feedback, classroom observations, focusing on engagement, teacher feedback

**Person or Persons Responsible**

Principal and science teachers

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

data feedback in evaluation model system (iObservation-Marzano), progress tracking form.

**G9.B3.S2** Integration of technology to enhance student engagement through individualized and high interest academic programs.

**Action Step 1**

PD and PLC's on iPad apps (edmodo, iTunes, iAuthor, iMovie, educreation)

**Person or Persons Responsible**

all reading teachers

**Target Dates or Schedule**

PD on October 9th, 2013

**Evidence of Completion**

Pd sign in sheet, PD materials, PLC documentation

**Facilitator:**

Principal, network manager

**Participants:**

all teachers

**Plan to Monitor Fidelity of Implementation of G9.B3.S2**

classroom and peer observations

**Person or Persons Responsible**

Principal, deans, and all teachers

**Target Dates or Schedule**

monthly starting in October

**Evidence of Completion**

data feedback in evaluation model system (iObservation-Marzano), progress tracking form.

## Plan to Monitor Effectiveness of G9.B3.S2

grade books, student work samples, teacher feedback

### Person or Persons Responsible

Principal and reading teachers

### Target Dates or Schedule

monthly

### Evidence of Completion

data analysis reports, PLC documentation

## G9.B3.S3 Opportunities to work collaboratively through projects and activities

### Action Step 1

collaborative work using groups and pairs

#### Person or Persons Responsible

all science teachers

#### Target Dates or Schedule

daily

#### Evidence of Completion

classroom observations, student feedback

### Action Step 2

collaborative work using groups and pairs

#### Person or Persons Responsible

all science teachers

#### Target Dates or Schedule

daily

#### Evidence of Completion

classroom observations, student feedback

### **Plan to Monitor Fidelity of Implementation of G9.B3.S3**

classroom observations, student feedback

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

ongoing beginning in October

#### **Evidence of Completion**

data feedback in evaluation model system (iObservation-Marzano), progress tracking form.

### **Plan to Monitor Effectiveness of G9.B3.S3**

student work samples, classroom observations, student feedback

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

data feedback in evaluation model system (iObservation-Marzano), progress tracking form.

**G10.** 4% of students will score a level 3 and 4% of students will score a level 4 or above in grade 5 on the FCAT 2.0 Science Assessment by April of 2014 as evidenced by the FCAT 2.0 Science school report of students provided by Pearson Access.

**G10.B1** Students not actively engaged in their instruction. Education is not a priority for all students.

**G10.B1.S1** Interactive notebooks used in the classroom.

**Action Step 1**

PD on interactive notebook and implementation in the classroom

**Person or Persons Responsible**

all science teachers and Principal

**Target Dates or Schedule**

October 9, 2014

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

**Facilitator:**

Principal and Science Chair

**Participants:**

all Science teachers

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

Classroom observations, peer observations

**Person or Persons Responsible**

Principal and Science teachers

**Target Dates or Schedule**

on going, starting in October

**Evidence of Completion**

data/feedback in the evaluation system model, iObservation (Marzano)

## Plan to Monitor Effectiveness of G10.B1.S1

progress monitoring data, PLC discussions

### Person or Persons Responsible

Principal

### Target Dates or Schedule

quarterly

### Evidence of Completion

data analysis report, PLC documentation

**G10.B2** Students have gaps in their background knowledge of essential science concepts.

**G10.B2.S1** Scaffold information in the classroom before using grade level work.

### Action Step 1

PD on LFS Scaffolding strategies, implementation of scaffolding strategies in the classroom

### Person or Persons Responsible

Principal and Science teachers

### Target Dates or Schedule

January 6 2014

### Evidence of Completion

PD sign in sheet, PD materials, classroom observations

### Facilitator:

Principal

### Participants:

all Science teachers



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

Classroom observations, Peer observations

#### **Person or Persons Responsible**

Principal and Science teachers

#### **Target Dates or Schedule**

ongoing, starting in October

#### **Evidence of Completion**

data/feedback in the evaluation model system, iObservation (Marzano)

### Plan to Monitor Effectiveness of G10.B2.S1

progress monitoring data, PLC discussions

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

data analysis report, PLC documentation

**G10.B2.S2** Use of the six step Marzano process for teaching vocabulary.

**Action Step 1**

PD on LFS Scaffolding strategies, implementation of scaffolding strategies in the classroom

**Person or Persons Responsible**

Principal and Science teachers

**Target Dates or Schedule**

January 6 2014

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

**Facilitator:**

Principal

**Participants:**

all Science teachers

**Plan to Monitor Fidelity of Implementation of G10.B2.S2**

Classroom observations, Peer observations

**Person or Persons Responsible**

Principal and Science teachers

**Target Dates or Schedule**

ongoing, starting in October

**Evidence of Completion**

data/feedback in the evaluation model system, iObservation (Marzano)

## Plan to Monitor Effectiveness of G10.B2.S2

progress monitoring data, PLC discussions

### Person or Persons Responsible

Principal

### Target Dates or Schedule

quarterly

### Evidence of Completion

data analysis report, PLC documentation

## G10.B2.S3 Use of activators that build prior knowledge of content.

### Action Step 1

PD on activating strategies, and creation of activators that build prior knowledge

### Person or Persons Responsible

Principal and Science teachers

### Target Dates or Schedule

October 9 2013

### Evidence of Completion

PD sign in sheet, PD materials, classroom observations, lesson plans

### Facilitator:

Principal

### Participants:

all Science teachers

### Plan to Monitor Fidelity of Implementation of G10.B2.S3

Classroom observations, Peer observations

#### **Person or Persons Responsible**

Principal and Science teachers

#### **Target Dates or Schedule**

ongoing, starting in October

#### **Evidence of Completion**

data/feedback in the evaluation model system, iObservation (Marzano)

### Plan to Monitor Effectiveness of G10.B2.S3

progress monitoring data, PLC discussions

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

data analysis report, PLC documentation

**G10.B3** Lack of cognitive skills and the ability to write what they are thinking about.

**G10.B3.S1** PD and PLC focus on Webb's Depth of Knowledge and Common Core

**Action Step 1**

Create and implement a PD on Webbs DOK and common core follow up with PLC discussions

**Person or Persons Responsible**

Principal, deans, all teachers

**Target Dates or Schedule**

January 6, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, PLC docuemtation

**Facilitator:**

Principal, department chairs

**Participants:**

all teachers

**Plan to Monitor Fidelity of Implementation of G10.B3.S1**

Classroom observations

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

on going beginning January

**Evidence of Completion**

feedback/ data evaluation system, iObservation (Marzano)

## Plan to Monitor Effectiveness of G10.B3.S1

Student work samples

### **Person or Persons Responsible**

Principal and teachers

### **Target Dates or Schedule**

quarterly

### **Evidence of Completion**

data analysis reports

## G10.B3.S2 Opportunities to work collaboratively through projects and activities

### **Action Step 1**

Collaborative work using pairs and groups

#### **Person or Persons Responsible**

all teachers

#### **Target Dates or Schedule**

daily

#### **Evidence of Completion**

classroom observations, student feedback

### **Action Step 2**

Collaborative work using pairs and groups

#### **Person or Persons Responsible**

all teachers

#### **Target Dates or Schedule**

daily

#### **Evidence of Completion**

classroom observations, student feedback

### Plan to Monitor Fidelity of Implementation of G10.B3.S2

classroom observations

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

ongoing in October

**Evidence of Completion**

feedback data in evaluation system, iObservation (Marzano)

### Plan to Monitor Effectiveness of G10.B3.S2

Student work samples, classroom observations, student feedback

**Person or Persons Responsible**

Principal, teachers

**Target Dates or Schedule**

monthly

**Evidence of Completion**

data analysis reports

### G10.B3.S3 Bell work given on FCAT structured questions

**Action Step 1**

create FCAT structured bell work activities, implement in the classroom

**Person or Persons Responsible**

5th and 8th grade Science Teachers

**Target Dates or Schedule**

daily, starting October

**Evidence of Completion**

lesson plans, class materials, classroom observations

### Plan to Monitor Fidelity of Implementation of G10.B3.S3

classroom observations, grade reports

#### **Person or Persons Responsible**

Principal and Science teachers

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

data analysis reports, feedback/data on evaluation system model (iObservation, Marzano)

### Plan to Monitor Effectiveness of G10.B3.S3

grade reports, progress monitoring data

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

data analysis reports



**G11.** 20% of students will score a level 3 and 4% of students will score a level 4 or above in grade 8 on the FCAT 2.0 Science Assessment by April of 2014 as evidenced by the FCAT 2.0 Science school report of students provided by Pearson Access.

**G11.B1** Students not actively engaged in their instruction. Education is not a priority for all students

**G11.B1.S1** Interactive notebooks used in the classroom.

**Action Step 1**

PD on interactive notebook and implementation in the classroom

**Person or Persons Responsible**

all science teachers, principal

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

**Facilitator:**

Science chair

**Participants:**

all science teachers

**Action Step 2**

PD on interactive notebook and implementation in the classroom

**Person or Persons Responsible**

all science teachers, principal

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

**Facilitator:**

Science chair

**Participants:**

all science teachers

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

Classroom observations, peer observations

#### **Person or Persons Responsible**

Principal and Science teachers

#### **Target Dates or Schedule**

on going starting in October

#### **Evidence of Completion**

data / feedback in the evaluation system model iObservation (Marzano)

### Plan to Monitor Effectiveness of G11.B1.S1

progress monitoring data, PLC discussions

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

data analysis report, PLC documentation

**G11.B2** Students have gaps in their background knowledge of essential science concepts.

**G11.B2.S1** Scaffold information in the classroom before using grade level work

**Action Step 1**

PD on Common Core

**Person or Persons Responsible**

Principal and science chair

**Target Dates or Schedule**

January 6, 2014

**Evidence of Completion**

PD sign in sheet and PD materials

**Facilitator:**

Principal and science chair

**Participants:**

all science teachers

**Action Step 2**

PD on Common Core

**Person or Persons Responsible**

Principal and science chair

**Target Dates or Schedule**

January 6, 2014

**Evidence of Completion**

PD sign in sheet and PD materials

**Facilitator:**

Principal and science chair

**Participants:**

all science teachers

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

Classroom observations, peer observations

**Person or Persons Responsible**

Principal and science teachers

**Target Dates or Schedule**

ongoing beginning in October

**Evidence of Completion**

data feedback in the evaluation system iObservation (Marzano)

### Plan to Monitor Effectiveness of G11.B2.S1

Progress monitoring data, PLC discussions

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

data analysis report, PLC documentation

**G11.B2.S2** Use of the six step Marzano process for teaching vocabulary

**Action Step 1**

PD on common core implementation in the classroom.

**Person or Persons Responsible**

Principal and science teachers

**Target Dates or Schedule**

January 6, 2014

**Evidence of Completion**

PD sign in sheet, pd materials and classroom observations

**Facilitator:**

Principal

**Participants:**

all science teachers

**Action Step 2**

PD on common core implementation in the classroom.

**Person or Persons Responsible**

Principal and science teachers

**Target Dates or Schedule**

January 6, 2014

**Evidence of Completion**

PD sign in sheet, pd materials and classroom observations

**Facilitator:**

Principal

**Participants:**

all science teachers

### **Plan to Monitor Fidelity of Implementation of G11.B2.S2**

Classroom observations, peer observations

#### **Person or Persons Responsible**

Principal and science teachers

#### **Target Dates or Schedule**

ongoing beginning October

#### **Evidence of Completion**

data feedback in the evaluation system iObservation (Marzano)

### **Plan to Monitor Effectiveness of G11.B2.S2**

progress monitoring data, PLC discussions

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

quarterly

#### **Evidence of Completion**

data analysis report, PLC documentation

**G11.B2.S3** Use activators that build prior knowledge of content

**Action Step 1**

PD on activating strategies and creation of activators that build on prior knowledge

**Person or Persons Responsible**

Principal and science teachers

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations, lesson plans

**Facilitator:**

Principal, Science chair

**Participants:**

all science teachers

**Plan to Monitor Fidelity of Implementation of G11.B2.S3**

classroom observations, peer observations

**Person or Persons Responsible**

Principal and science teachers

**Target Dates or Schedule**

ongoing beginning October

**Evidence of Completion**

data feedback/ in the evaluation system iObservation (Marzano)

### Plan to Monitor Effectiveness of G11.B2.S3

Progress monitoring data, PLC discussions

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

quarterly

#### Evidence of Completion

data analysis report, PLC documentation

**G11.B3** Lack of cognitive skills and the ability to write what they are thinking about.

**G11.B3.S1** PD and PLC focus on Webb's Depth of Knowledge and Common core

#### Action Step 1

Create and implement a PD on Webbs DOK and Common core followup with PLC discussions

#### Person or Persons Responsible

Principal, deans, all teachers

#### Target Dates or Schedule

PD January 6, 2014; PLC's monthly following PD

#### Evidence of Completion

PD sign in sheet, PD materials, PLC documentation

#### Facilitator:

Principal, Reading chair

#### Participants:

all teachers



## **Action Step 2**

Create and implement a PD on Webbs DOK and Common core followup with PLC discussions

### **Person or Persons Responsible**

Principal, deans, all teachers

### **Target Dates or Schedule**

PD January 6, 2014; PLC's monthly following PD

### **Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

### **Facilitator:**

Principal, Reading chair

### **Participants:**

all teachers

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

classroom observations

### **Person or Persons Responsible**

Principal

### **Target Dates or Schedule**

on going beginning in January

### **Evidence of Completion**

feedback/data evaluation system, iObservation (Marzano)

## **Plan to Monitor Effectiveness of G11.B3.S1**

student work samples

### **Person or Persons Responsible**

Principal and reading teachers

### **Target Dates or Schedule**

quarterly

### **Evidence of Completion**

data analysis reports

## **G11.B3.S2 Opportunities to work collaboratively through projects and activities**

### **Action Step 1**

collaborative work using pairs and groups

#### **Person or Persons Responsible**

all teachers

#### **Target Dates or Schedule**

daily

#### **Evidence of Completion**

classroom observations, student feedback

## **Plan to Monitor Fidelity of Implementation of G11.B3.S2**

classroom observations

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

on going in October

#### **Evidence of Completion**

feedback data in evaluation system, iObservation (Marzano)

## **Plan to Monitor Effectiveness of G11.B3.S2**

student work samples, classroom observations, student feedback

#### **Person or Persons Responsible**

Principal, teachers

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

data analysis reports

**G12.** No more than 50% of 5th graders and 35% of 6th-8th graders will receive excessive absences (10 or more) during the 2013-2014 school year as evidenced by the 2014 Genesis Excessive Absences Report.

**G12.B1** Poor Social Skills

**G12.B1.S1** Implement Anti-Bullying Programs

**Action Step 1**

Teacher Training on Handling Bullying

**Person or Persons Responsible**

All Staff

**Target Dates or Schedule**

November

**Evidence of Completion**

Sign-In Sheet, PD Presentation Materials

**Facilitator:**

Principal

**Participants:**

All Staff

**Action Step 2**

Bully Lessons for Students

**Person or Persons Responsible**

school-wide

**Target Dates or Schedule**

November

**Evidence of Completion**

lesson plans, lesson materials, student work samples

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

Observations of implementation of lessons

**Person or Persons Responsible**

Principal and Deans

**Target Dates or Schedule**

November

**Evidence of Completion**

Video tapes of observation, documentation of observations and feedback to teachers

### Plan to Monitor Effectiveness of G12.B1.S1

Discipline Bully Reports, Student Feedback, Teacher Feedback

**Person or Persons Responsible**

Principal and Deans

**Target Dates or Schedule**

Throughout the year, starting in November

**Evidence of Completion**

Attendance and Discipline Reports

### G12.B1.S2 Conduct peer-mediations

**Action Step 1**

Implement Peer-Mediations

**Person or Persons Responsible**

school-wide

**Target Dates or Schedule**

Throughout the year, starting September

**Evidence of Completion**

mediation documentation

### Plan to Monitor Fidelity of Implementation of G12.B1.S2

Student Feedback, Teacher Feedback

**Person or Persons Responsible**

Principal and Deans

**Target Dates or Schedule**

On Going

**Evidence of Completion**

attendance and discipline monthly reports

### Plan to Monitor Effectiveness of G12.B1.S2

Student Feedback, Teacher Feedback

**Person or Persons Responsible**

Principal and Deans

**Target Dates or Schedule**

Throughout the year, starting in November

**Evidence of Completion**

Attendance and Discipline Reports

**G12.B2 Disengaged Students (social, academic, personal)**

**G12.B2.S1 Integration of technology to enhance student engagement through high interest programs.**

**Action Step 1**

PD/PLC's on iPad apps

**Person or Persons Responsible**

all teachers

**Target Dates or Schedule**

PD on October 9th 2013, PLC's on going

**Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

**Facilitator:**

Principal and Deans

**Participants:**

all teachers

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

Classroom Observations

**Person or Persons Responsible**

Principal and Deans

**Target Dates or Schedule**

On Going, starting in October

**Evidence of Completion**

feedback on Observations, documented on iObservation

## Plan to Monitor Effectiveness of G12.B2.S1

### Attendance Reports

#### **Person or Persons Responsible**

Principal and Deans

#### **Target Dates or Schedule**

On going, starting in October

#### **Evidence of Completion**

attendance progress monitoring reports

## G12.B2.S2 Incentive Programs

### **Action Step 1**

Incentive Programs for Good Attendance

#### **Person or Persons Responsible**

Students

#### **Target Dates or Schedule**

On Going, starting in October

#### **Evidence of Completion**

Eligible student lists

## Plan to Monitor Fidelity of Implementation of G12.B2.S2

### Monthly Incentive Reports

#### **Person or Persons Responsible**

Principal and Deans

#### **Target Dates or Schedule**

On going, starting in October

#### **Evidence of Completion**

monthly incentive reports

## Plan to Monitor Effectiveness of G12.B2.S2

Attendance Reports

### Person or Persons Responsible

Principal and Deans

### Target Dates or Schedule

On going, starting in October

### Evidence of Completion

attendance progress monitoring report

## G12.B3 Unclear Attendance Policy

### G12.B3.S1 Implement the Compass Student Contract and Attendance Policy

#### Action Step 1

Parent and Student Contract Signing Meetings

#### Person or Persons Responsible

All parents and students

#### Target Dates or Schedule

Starting in July, on going as students enroll and during orientation

#### Evidence of Completion

Signed student contracts

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

Signed Contracts by parents and students

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

On going as contracts are turned in, starting in July

#### Evidence of Completion

Contract signed check off list



## Plan to Monitor Effectiveness of G12.B3.S1

Attendance Reports

### Person or Persons Responsible

Principal and Deans

### Target Dates or Schedule

Ongoing, starting in September

### Evidence of Completion

Monthly attendance progress monitoring reports

**G13.** No more than 50% of students in 5th grade and 75% of students in 6-8 grades will more than one referral for the 2013-2014 school year, as evidenced by the 2014 Genesis Student Discipline Summary Report.

## G13.B1 Poor Social Skills

### G13.B1.S1 Implement Anti-Bullying Programs

#### Action Step 1

Teacher Training on Handling Bullying

#### Person or Persons Responsible

All Staff

#### Target Dates or Schedule

November

#### Evidence of Completion

Sign-In Sheet, PD Presentation Materials

#### Facilitator:

Principal

#### Participants:

All Staff

**Action Step 2**

Bully Lessons for Students

**Person or Persons Responsible**

school-wide

**Target Dates or Schedule**

November

**Evidence of Completion**

lesson plans, lesson materials, student work samples

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

Observations of implementation of lessons

**Person or Persons Responsible**

Principal and Deans

**Target Dates or Schedule**

November

**Evidence of Completion**

Video tapes of observation, documentation of observations and feedback to teachers

**Plan to Monitor Effectiveness of G13.B1.S1**

Discipline Bully Reports, Student Feedback, Teacher Feedback

**Person or Persons Responsible**

Principal and Deans

**Target Dates or Schedule**

Throughout the year, starting in November

**Evidence of Completion**

Discipline Reports

### **G13.B1.S2** Conduct peer-mediations

#### **Action Step 1**

Implement Peer-Mediations

#### **Person or Persons Responsible**

school-wide

#### **Target Dates or Schedule**

Throughout the year, starting September

#### **Evidence of Completion**

mediation documentation

### **Plan to Monitor Fidelity of Implementation of G13.B1.S2**

Student Feedback, Teacher Feedback

#### **Person or Persons Responsible**

Principal and Deans

#### **Target Dates or Schedule**

On Going

#### **Evidence of Completion**

attendance and discipline monthly reports

### **Plan to Monitor Effectiveness of G13.B1.S2**

Student Feedback, Teacher Feedback

#### **Person or Persons Responsible**

Principal and Deans

#### **Target Dates or Schedule**

Throughout the year, starting in November

#### **Evidence of Completion**

Attendance and Discipline Reports

**G13.B2 Disengaged Students (social, academic, personal)**

**G13.B2.S1 Integration of technology to enhance student engagement through high interest programs.**

**Action Step 1**

PD/PLC's on iPad apps

**Person or Persons Responsible**

all teachers

**Target Dates or Schedule**

PD on October 9th 2013, PLC's on going

**Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

**Facilitator:**

Principal and Deans

**Participants:**

all teachers

**Plan to Monitor Fidelity of Implementation of G13.B2.S1**

Classroom Observations

**Person or Persons Responsible**

Principal and Deans

**Target Dates or Schedule**

On Going, starting in October

**Evidence of Completion**

feedback on Observations, documented on iObservation

## Plan to Monitor Effectiveness of G13.B2.S1

Discipline Reports

### **Person or Persons Responsible**

Principal and Deans

### **Target Dates or Schedule**

On going, starting in October

### **Evidence of Completion**

discipline progress monitoring reports

## G13.B2.S2 Incentive Programs

### **Action Step 1**

Incentive Programs for Good Attendance

### **Person or Persons Responsible**

Students

### **Target Dates or Schedule**

On Going, starting in October

### **Evidence of Completion**

Eligible student lists

## Plan to Monitor Fidelity of Implementation of G13.B2.S2

Monthly Incentive Reports

### **Person or Persons Responsible**

Principal and Deans

### **Target Dates or Schedule**

On going, starting in October

### **Evidence of Completion**

monthly incentive reports

## Plan to Monitor Effectiveness of G13.B2.S2

Attendance Reports

### Person or Persons Responsible

Principal and Deans

### Target Dates or Schedule

On going, starting in October

### Evidence of Completion

attendance progress monitoring report

**G13.B3** Students do not know the correct way to handle adverse situations between peers.

## G13.B3.S1 Implement Student Contracts

### Action Step 1

Parent and Student Contract Signing Meetings

### Person or Persons Responsible

All parents and students

### Target Dates or Schedule

Starting in July, on going as students enroll and during orientation

### Evidence of Completion

Signed student contracts

## Plan to Monitor Fidelity of Implementation of G13.B3.S1

Signed Contracts by parents and students

### Person or Persons Responsible

Principal

### Target Dates or Schedule

On going as contracts are turned in, starting in July

### Evidence of Completion

Contract signed check off list

## Plan to Monitor Effectiveness of G13.B3.S1

Discipline Reports

### **Person or Persons Responsible**

Principal and Deans

### **Target Dates or Schedule**

Ongoing, starting in September

### **Evidence of Completion**

Monthly discipline progress monitoring reports

## G13.B3.S2 Conduct Peer Mediations

### **Action Step 1**

Implement Peer Mediations

#### **Person or Persons Responsible**

school-wide

#### **Target Dates or Schedule**

On going, starting in September

#### **Evidence of Completion**

peer mediation documentation

## Plan to Monitor Fidelity of Implementation of G13.B3.S2

Student feedback, teacher feedback

### **Person or Persons Responsible**

Principal and Deans

### **Target Dates or Schedule**

On going, starting in October

### **Evidence of Completion**

Discipline Reports

## Plan to Monitor Effectiveness of G13.B3.S2

Student feedback, teacher feedback

### **Person or Persons Responsible**

Principal and Deans

### **Target Dates or Schedule**

On going, starting in October

### **Evidence of Completion**

monthly discipline data reports

## G13.B3.S3 Implement Anti-Bullying Programs

### **Action Step 1**

Training on handling bullying

### **Person or Persons Responsible**

all staff

### **Target Dates or Schedule**

November

### **Evidence of Completion**

PD Sign in Sheet, PD presentation materials

### **Facilitator:**

Principal and Deans

### **Participants:**

All staff



## **Action Step 2**

Bully Lessons for students

### **Person or Persons Responsible**

school-wide, all students

### **Target Dates or Schedule**

November

### **Evidence of Completion**

lesson plans, lesson materials, student work samples

## **Plan to Monitor Fidelity of Implementation of G13.B3.S3**

observations of lessons

### **Person or Persons Responsible**

Principal and Deans

### **Target Dates or Schedule**

November and December

### **Evidence of Completion**

video tapes of lessons, feedback on classroom observations documented in iObservation

## **Plan to Monitor Effectiveness of G13.B3.S3**

Student feedback, teacher feedback, discipline reports

### **Person or Persons Responsible**

Principal and Deans

### **Target Dates or Schedule**

On going, starting in November

### **Evidence of Completion**

monthly discipline data reports

**G14.** No more than 40% of 5th graders and 41% of 6-8 graders will receive one or more Out-of-School Suspension during the 2013-2014 school year, as evidenced by the 2014 Genesis End of Year Out-of-School Suspension Report.

**G14.B1** Poor Social Skills

**G14.B1.S1** Implement Anti-Bullying Programs

**Action Step 1**

Teacher Training on Handling Bullying

**Person or Persons Responsible**

All Staff

**Target Dates or Schedule**

November

**Evidence of Completion**

Sign-In Sheet, PD Presentation Materials

**Facilitator:**

Principal

**Participants:**

All Staff

**Action Step 2**

Bully Lessons for Students

**Person or Persons Responsible**

school-wide

**Target Dates or Schedule**

November

**Evidence of Completion**

lesson plans, lesson materials, student work samples

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

Observations of implementation of lessons

**Person or Persons Responsible**

Principal and Deans

**Target Dates or Schedule**

November

**Evidence of Completion**

Video tapes of observation, documentation of observations and feedback to teachers

### Plan to Monitor Effectiveness of G14.B1.S1

Discipline Bully Reports, Student Feedback, Teacher Feedback

**Person or Persons Responsible**

Principal and Deans

**Target Dates or Schedule**

Throughout the year, starting in November

**Evidence of Completion**

Discipline Reports

### G14.B1.S2 Conduct peer-mediations

**Action Step 1**

Implement Peer-Mediations

**Person or Persons Responsible**

school-wide

**Target Dates or Schedule**

Throughout the year, starting September

**Evidence of Completion**

mediation documentation

### Plan to Monitor Fidelity of Implementation of G14.B1.S2

Student Feedback, Teacher Feedback

**Person or Persons Responsible**

Principal and Deans

**Target Dates or Schedule**

On Going

**Evidence of Completion**

attendance and discipline monthly reports

### Plan to Monitor Effectiveness of G14.B1.S2

Student Feedback, Teacher Feedback

**Person or Persons Responsible**

Principal and Deans

**Target Dates or Schedule**

Throughout the year, starting in November

**Evidence of Completion**

Attendance and Discipline Reports

**G14.B2 Disengaged Students (social, academic, personal)**

**G14.B2.S1 Integration of technology to enhance student engagement through high interest programs.**

**Action Step 1**

PD/PLC's on iPad apps

**Person or Persons Responsible**

all teachers

**Target Dates or Schedule**

PD on October 9th 2013, PLC's on going

**Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

**Facilitator:**

Principal and Deans

**Participants:**

all teachers

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

Classroom Observations

**Person or Persons Responsible**

Principal and Deans

**Target Dates or Schedule**

On Going, starting in October

**Evidence of Completion**

feedback on Observations, documented on iObservation

## Plan to Monitor Effectiveness of G14.B2.S1

Discipline Reports

### **Person or Persons Responsible**

Principal and Deans

### **Target Dates or Schedule**

On going, starting in October

### **Evidence of Completion**

discipline progress monitoring reports

## G14.B2.S2 Incentive Programs

### **Action Step 1**

Incentive Programs for Good Attendance

#### **Person or Persons Responsible**

Students

#### **Target Dates or Schedule**

On Going, starting in October

#### **Evidence of Completion**

Eligible student lists

## Plan to Monitor Fidelity of Implementation of G14.B2.S2

Monthly Incentive Reports

### **Person or Persons Responsible**

Principal and Deans

### **Target Dates or Schedule**

On going, starting in October

### **Evidence of Completion**

monthly incentive reports

## Plan to Monitor Effectiveness of G14.B2.S2

Attendance Reports

### Person or Persons Responsible

Principal and Deans

### Target Dates or Schedule

On going, starting in October

### Evidence of Completion

attendance progress monitoring report

**G14.B3** Students do not know the correct way to handle adverse situations between peers.

## G14.B3.S1 Implement Student Contracts

### Action Step 1

Parent and Student Contract Signing Meetings

### Person or Persons Responsible

All parents and students

### Target Dates or Schedule

Starting in July, on going as students enroll and during orientation

### Evidence of Completion

Signed student contracts

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

Signed Contracts by parents and students

### Person or Persons Responsible

Principal

### Target Dates or Schedule

On going as contracts are turned in, starting in July

### Evidence of Completion

Contract signed check off list

## Plan to Monitor Effectiveness of G14.B3.S1

Discipline Reports

### **Person or Persons Responsible**

Principal and Deans

### **Target Dates or Schedule**

Ongoing, starting in September

### **Evidence of Completion**

Monthly discipline progress monitoring reports

## G14.B3.S2 Conduct Peer Mediations

### **Action Step 1**

Implement Peer Mediations

#### **Person or Persons Responsible**

school-wide

#### **Target Dates or Schedule**

On going, starting in September

#### **Evidence of Completion**

peer mediation documentation

## Plan to Monitor Fidelity of Implementation of G14.B3.S2

Student feedback, teacher feedback

### **Person or Persons Responsible**

Principal and Deans

### **Target Dates or Schedule**

On going, starting in October

### **Evidence of Completion**

Discipline Reports



## Plan to Monitor Effectiveness of G14.B3.S2

Student feedback, teacher feedback

### **Person or Persons Responsible**

Principal and Deans

### **Target Dates or Schedule**

On going, starting in October

### **Evidence of Completion**

monthly discipline data reports

## G14.B3.S3 Implement Anti-Bullying Programs

### **Action Step 1**

Training on handling bullying

### **Person or Persons Responsible**

all staff

### **Target Dates or Schedule**

November

### **Evidence of Completion**

PD Sign in Sheet, PD presentation materials

### **Facilitator:**

Principal and Deans

### **Participants:**

All staff

## Action Step 2

Bully Lessons for students

### Person or Persons Responsible

school-wide, all students

### Target Dates or Schedule

November

### Evidence of Completion

lesson plans, lesson materials, student work samples

## Plan to Monitor Fidelity of Implementation of G14.B3.S3

observations of lessons

### Person or Persons Responsible

Principal and Deans

### Target Dates or Schedule

November and December

### Evidence of Completion

video tapes of lessons, feedback on classroom observations documented in iObservation

## Plan to Monitor Effectiveness of G14.B3.S3

Student feedback, teacher feedback, discipline reports

### Person or Persons Responsible

Principal and Deans

### Target Dates or Schedule

On going, starting in November

### Evidence of Completion

monthly discipline data reports

## Coordination and Integration

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

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

#### Title I, Part A:

Title I, Part A funds school-wide services to Compass Middle Charter School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports summer instructional programs, supplemental instructional materials, technology for students, professional development for the staff, and resources for parents.

#### Title I, Part C- Migrant:

Compass Middle Charter School currently does not have any migrant students enrolled for the 2013-2014 school year. If a migrant student were to enroll, Migrant students enrolled in Compass Middle Charter School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

#### Title I, Part D:

Compass Middle Charter School is not listed as a Department of Juvenile Justice (DJJ) facility or a zoned home school and is therefore not a participant of transition facilitators.

#### Title II:

Compass Middle Charter School does not receive Title II funds.

#### Title III:

Compass Middle Charter School does not receive Title III funds.

#### Title X- Homeless:

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

#### Supplemental Academic Instruction (SAI):

Compass Middle Charter School does not receive supplemental academic instruction units.

#### Violence Prevention Programs:

Compass Middle Charter School provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

#### Nutrition Programs:

This school is not a location for a summer feeding program for the community.

#### Housing Programs:

Students with housing needs are referred to the Homeless Student Advocate.

#### Head Start:

Head Start is not located on our campus.

#### Adult Education:

Students are provided with information related to adult education options upon request.

#### Career and Technical Education:

All eighth grade students are enrolled in a Career Development course through their eighth grade course requirement and receive assistance through the Choices program. The guidance counselor meets with all eighth grade students as they discover their career interests and plan for their high school course load.

#### Job Training:

Compass Middle Charter School does not partake in extensive job training through the curriculum.

## 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.** 42% of students in grades 5-8 will achieve mastery by scoring a level 3, or above on the FCAT 2.0 Reading Assessment by April of 2014 as evidenced by the 2014 FCAT Reading school report of students provided by Pearson Access.

**G1.B1** Students not actively engaged in their instruction. Education is not a priority for all students.

**G1.B1.S2** Integration of technology to enhance student engagement through individualized and high interest academic programs.

### **PD Opportunity 1**

PD and PLC's on iPad apps (edmodo, iTunes U, iAuthor, iMovie, educreations)

#### **Facilitator**

Principal and Deans

#### **Participants**

all Reading teachers

#### **Target Dates or Schedule**

PD on October 9, 2013; PLC's on going

#### **Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

**G1.B2** Students unable to read complex text fluently; students not able to paraphrase complex text, students unable to comprehend complex text

**G1.B2.S1** Use close reading strategies used in the classroom

**PD Opportunity 1**

PD on close reading strategies, create a schedule for implementation, implement in the classroom.

**Facilitator**

Principal and Reading Chair

**Participants**

all Reading teachers

**Target Dates or Schedule**

ongoing starting in October

**Evidence of Completion**

lesson plans, implementation schedule

**G1.B2.S3** Use of Marzano's 6-Step Process for teaching Vocabulary.

**PD Opportunity 1**

PD on Marzano's 6 step vocabulary process

**Facilitator**

Principal and Reading Chair

**Participants**

all Reading teachers

**Target Dates or Schedule**

October 9, 2014

**Evidence of Completion**

PD sign in sheet, PD materials

**G1.B3** Students unable to cognitively comprehend complex text, taking the text to a higher order thinking level

**G1.B3.S1** PD and PLC focus on Webb's Depth of Knowledge and Common Core

**PD Opportunity 1**

Create and implement a PD on Webb's DOK and Common Core follow-up with PLC discussions

**Facilitator**

Principal and Reading Chair

**Participants**

all Reading Teacher

**Target Dates or Schedule**

PD January 6, 2014; PLC's monthly following PD

**Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

**G2.** 21% of students will score a level 3, and 9% of students will score a level 4 on the FCAT 2.0 Reading Assessment by April of 2014 as evidenced by the 2014 FCAT Reading School Report of Students provided by Person Access.

**G2.B1** Students not actively engaged in their instruction. Education is not a priority for all students.

**G2.B1.S2** Integration of technology to enhance engagement through individualized and high interest academic programs

**PD Opportunity 1**

PD and PLC's on iPad apps (Edmodo, iTunes U, iAuthor, iMovie, educreations)

**Facilitator**

Principal, Network Manager

**Participants**

All Reading Teachers

**Target Dates or Schedule**

PD on October 9, 2014; PLC's on going monthly

**Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

**G2.B2** Students unable to read complex text fluently; students not able to paraphrase complex text, students unable to comprehend complex text.

**G2.B2.S1** Use close reading strategies in the classroom.

**PD Opportunity 1**

PD on close reading strategies, create a schedule for implementation, implement in the classroom

**Facilitator**

Principal and Reading Chair

**Participants**

All reading teachers

**Target Dates or Schedule**

ongoing starting in October

**Evidence of Completion**

lesson plans, implementation schedule

**G2.B2.S3** Use of Marzano's 6-Step process for teaching vocabulary

**PD Opportunity 1**

PD on Marzano's 6 step vocabulary

**Facilitator**

Principal and Reading Chair

**Participants**

All reading teachers

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

PD sign in sheet - PD materials

## **PD Opportunity 2**

PD on Marzano's 6 step vocabulary

### **Facilitator**

Principal and Reading Chair

### **Participants**

All reading teachers

### **Target Dates or Schedule**

October 9, 2013

### **Evidence of Completion**

PD sign in sheet - PD materials

**G2.B3** Students unable to cognitively comprehend complex text, taking the text to a higher order thinking level

**G2.B3.S1** PD and PLC focus on Webb's Depth of Knowledge and Common Core

## **PD Opportunity 1**

Create and implement a PD on Webb's DOK and Common Core follow-up with PLC discussion

### **Facilitator**

Principal, Dean, Reading Chair

### **Participants**

All reading teachers

### **Target Dates or Schedule**

PD January 6, 2014, PLC's monthly following PD

### **Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation



**G3.** 48% of students in grades 5-8 will make learning gains on the FCAT 2.0 Reading Assessment by April of 2014 as evidence by the FCAT 2.0 2014 Reading School Report of Students provided by Pearson Access.

**G3.B1** Students not actively engaged in their instruction. Education is not a priority for all students.

**G3.B1.S2** Integration of technology to enhance student engagement through individualized and high interest academic programs.

**PD Opportunity 1**

PD and PLC's on iPad apps (Edmodo, iTunes U, iAuthor, iMovie, educreations)

**Facilitator**

Principal, Network Manager, Reading Chair

**Participants**

all reading teachers

**Target Dates or Schedule**

PD on October 9, 2013 - on going monthly

**Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

**G3.B2** Students unable to read complex text fluently, students not able to paraphrase complex text, students unable to comprehend complex text.

**G3.B2.S1** Use close reading strategies in the classroom

**PD Opportunity 1**

PD on close reading strategies, create a schedule for implementation, implement in the classroom

**Facilitator**

Principal, Reading Chair

**Participants**

All reading teachers

**Target Dates or Schedule**

ongoing, starting in October

**Evidence of Completion**

lesson plans, implementation schedule

### **PD Opportunity 2**

PD on close reading strategies, create a schedule for implementation, implement in the classroom

#### **Facilitator**

Principal, Reading Chair

#### **Participants**

All reading teachers

#### **Target Dates or Schedule**

ongoing, starting in October

#### **Evidence of Completion**

lesson plans, implementation schedule

### **G3.B2.S2 Use of Comprehension Instructional Sequence Model in the classroom**

### **PD Opportunity 1**

Create a schedule for implementation, create CISM lesson, and implement CISM in the classrooms

#### **Facilitator**

Principal, Reading Chair

#### **Participants**

All reading teachers

#### **Target Dates or Schedule**

October, January, March, April

#### **Evidence of Completion**

lesson plans, student work samples

**G3.B2.S3** Use of Marzano's 6-Step process for teaching vocabulary

**PD Opportunity 1**

PD on Marzano's 6 step vocabulary

**Facilitator**

Reading Chair

**Participants**

all reading teachers

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

PD sign in sheet, PD materials

**G3.B3** Students unable to cognitively comprehend complex text, taking the text to a higher order thinking level

**G3.B3.S1** PD and PLC focus on Webb's Depth of Knowledge and Common Core

**PD Opportunity 1**

Create and implement an PD on Webb's DOK and Common Core follow up with PLC discussions

**Facilitator**

Principal and reading chair

**Participants**

all reading teachers

**Target Dates or Schedule**

PD January 6, 2014

**Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

**G4.** 71% of students in listening/speaking, 15% of students in reading, and 37% of students in writing will score proficient by April 2014 as evidenced by the Florida CELLA school report provided by service point.

**G4.B2** Students not able to read complex text fluently, paraphrase complex text, or comprehend complex text.

**G4.B2.S1** Ongoing, monitored implementation of CISM in all subject areas, except for math

**PD Opportunity 1**

Implementation of CISM

**Facilitator**

Principal, Reading Chair

**Participants**

All teachers, except math

**Target Dates or Schedule**

October - June

**Evidence of Completion**

student work samples

**PD Opportunity 2**

Implementation of CISM

**Facilitator**

Principal, Reading Chair

**Participants**

All teachers, except math

**Target Dates or Schedule**

October - June

**Evidence of Completion**

student work samples

**G4.B3** Students limited expressive and receptive language.

**G4.B3.S1** Common core professional development, test strategy materials

**PD Opportunity 1**

Professional development on common core content

**Facilitator**

Principal, Reading Chair

**Participants**

all teachers

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

Sign in sheets, pd materials

**G5.** 29% of students in grade 8 will achieve mastery by scoring a level 3.5 or above on the FCAT writing assessment by March of 2014 as evidenced by the FCAT 2.0 2014 writing school report of students provided by Person Access.

**G5.B1** Poor basic understanding (FCAT level 3.0 and higher) of the writing process.

**G5.B1.S2** PD on the writing process, will a follow up on what is working in the classroom to revise strategies

**PD Opportunity 1**

A professional development workshop will be given on the writing process and changes in the FCAT Writing rubric; as well as what to prepare for when the test becomes Common Core based

**Facilitator**

Principal and Language Arts Chair

**Participants**

all language arts teachers

**Target Dates or Schedule**

October 9

**Evidence of Completion**

Adgenda, presentation materials, sign in sheet

**G6.** 11% of students in grade 8 will achieve a level 4.0 or above on the FCAT writing assessment by March of 2014 as evidenced by the FCAT 2.0 2014 writing school report of students provided by Person Access.

**G6.B1** Poor basic understanding (FCAT level 3.0 and higher) of the writing process.

**G6.B1.S2** PD on the writing process, will a follow up on what is working in the classroom to revise strategies

### **PD Opportunity 1**

A professional development workshop will be given on the writing process and changes in the FCAT Writing rubric; as well as what to prepare for when the test becomes Common Core based

#### **Facilitator**

Principal and Language Arts Chair

#### **Participants**

all language arts teachers

#### **Target Dates or Schedule**

October 9

#### **Evidence of Completion**

Adgenda, presentation materials, sign in sheet

**G7.** 39% of students in grades 5-8 will achieve mastery by scoring a level 3 or above on the FCAT 2.0 Math Assessment by April of 2014 as evidenced by the FCAT 2.0 2014 Math School Report of Students provided by Person Access.

**G7.B1** Weak computation skills

**G7.B1.S3** Implementation of the high effect strategy of revision and examining errors of reasoning.

**PD Opportunity 1**

PD on high effect strategy of revision and examining errors of reasoning, implementation of strategy, and use of interactive notebooks.

**Facilitator**

Principal and Deans

**Participants**

Math Teachers

**Target Dates or Schedule**

PD in August; implementation weekly, starting September

**Evidence of Completion**

lesson plans, PD sign in sheet, PD materials, classroom observations

**G7.B3** Students not actively engaged in their instruction. Education is not a priority for all students.

**G7.B3.S1** Interactive notebook used in the classroom

**PD Opportunity 1**

PD on interactive notebook and implementation in the classroom

**Facilitator**

Principal - Math Chair

**Participants**

All math teachers

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

## PD Opportunity 2

PD on interactive notebook and implementation in the classroom

### Facilitator

Principal - Math Chair

### Participants

All math teachers

### Target Dates or Schedule

October 9, 2013

### Evidence of Completion

PD sign in sheet, PD materials, classroom observations

**G8.** 19% of students will score a level 3, and 7% of students will scores a level 4 on the FCAT 2.0 Math Assessment by April of 2014 as evidenced by the 2014 FCAT Math School Report of Students provided by Person Access.

## G8.B1 Weak computation skills

### G8.B1.S3 Implementation of the high effect strategy of revision and examining errors of reasoning

## PD Opportunity 1

PD on high effect strategy of revision and examining errors of reasoning, implementation of strategy, and use of interactive notebooks

### Facilitator

Principal, math chair

### Participants

all math teachers

### Target Dates or Schedule

monthly

### Evidence of Completion

date feedback in evaluation system (iObservation, Marzano) progress tracking form



**G8.B2** Students have gaps in their background knowledge of essential math concepts

**G8.B2.S1** Scaffold information in the classroom before using grade level work.

**PD Opportunity 1**

PD on LFS scaffolding strategies, implementation of scaffolding strategies in the classroom

**Facilitator**

Principal, math chair

**Participants**

all math teachers

**Target Dates or Schedule**

January 6, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

**PD Opportunity 2**

PD on LFS scaffolding strategies, implementation of scaffolding strategies in the classroom

**Facilitator**

Principal, math chair

**Participants**

all math teachers

**Target Dates or Schedule**

January 6, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

**G8.B2.S3** Use of activators that build prior knowledge of content.

**PD Opportunity 1**

PD on activating strategies and creation of activators that build prior knowledge

**Facilitator**

Principal and science chair

**Participants**

All science teachers

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations, lesson plans

**G8.B3** Students not actively engaged in instruction. Education is not a priority for all students.

**G8.B3.S2** Integration of technology to enhance student engagement through individualized and high interest academic programs

**PD Opportunity 1**

PD and PLC's on iPad apps (Edmodo, iTunes U, iAuthor, iMovie, educreations

**Facilitator**

Principal and network manager

**Participants**

all teachers

**Target Dates or Schedule**

PD on October 9, 2014

**Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

**G9.** 42% of students in grades 5-8 will make learning gains on the FCAT 2.0 Math Assessment by April of 2014 as evidenced by the FCAT 2.0 2014 Math School Report of Students provided by Pearson Access.

**G9.B1** Weak computation skills

**G9.B1.S1** Use of scaffolding strategies in the classroom.

**PD Opportunity 1**

PD on common core implementation of scaffolding strategies in the classroom

**Facilitator**

Principal and Science chair

**Participants**

all teachers

**Target Dates or Schedule**

January 6, 2014

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

**G9.B2** Students have gaps in their background knowledge of essential math concepts.

**G9.B2.S2** Use of the six step Marzano process for teaching vocabulary

**PD Opportunity 1**

PD on the Six step vocabulary method

**Facilitator**

Principal, and reading chair

**Participants**

all teachers

**Target Dates or Schedule**

January 6, 2014

**Evidence of Completion**

PD sign in sheet, pd materials, classroom observations

**G9.B3** Students not actively engaged in their instruction. Education is not a priority for all students.

**G9.B3.S2** Integration of technology to enhance student engagement through individualized and high interest academic programs.

**PD Opportunity 1**

PD and PLC's on iPad apps (edmodo, iTunes, iAuthor, iMovie, educreation)

**Facilitator**

Principal, network manager

**Participants**

all teachers

**Target Dates or Schedule**

PD on October 9th, 2013

**Evidence of Completion**

Pd sign in sheet, PD materials, PLC docuentation

**G10.** 4% of students will score a level 3 and 4% of students will score a level 4 or above in grade 5 on the FCAT 2.0 Science Assessment by April of 2014 as evidenced by the FCAT 2.0 Science school report of students provided by Pearson Access.

**G10.B1** Students not actively engaged in their instruction. Education is not a priority for all students.

**G10.B1.S1** Interactive notebooks used in the classroom.

**PD Opportunity 1**

PD on interactive notebook and implementation in the classroom

**Facilitator**

Principal and Science Chair

**Participants**

all Science teachers

**Target Dates or Schedule**

October 9, 2014

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

**G10.B2** Students have gaps in their background knowledge of essential science concepts.

**G10.B2.S1** Scaffold information in the classroom before using grade level work.

**PD Opportunity 1**

PD on LFS Scaffolding strategies, implementation of scaffolding strategies in the classroom

**Facilitator**

Principal

**Participants**

all Science teachers

**Target Dates or Schedule**

January 6 2014

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

**G10.B2.S2** Use of the six step Marzano process for teaching vocabulary.

**PD Opportunity 1**

PD on LFS Scaffolding strategies, implementation of scaffolding strategies in the classroom

**Facilitator**

Principal

**Participants**

all Science teachers

**Target Dates or Schedule**

January 6 2014

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

**G10.B2.S3** Use of activators that build prior knowledge of content.

**PD Opportunity 1**

PD on activating strategies, and creation of activators that build prior knowledge

**Facilitator**

Principal

**Participants**

all Science teachers

**Target Dates or Schedule**

October 9 2013

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations, lesson plans

**G10.B3** Lack of cognitive skills and the ability to write what they are thinking about.

**G10.B3.S1** PD and PLC focus on Webb's Depth of Knowledge and Common Core

**PD Opportunity 1**

Create and implement a PD on Webbs DOK and common core follow up with PLC discussions

**Facilitator**

Principal, department chairs

**Participants**

all teachers

**Target Dates or Schedule**

January 6, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, PLC docuemtation

**G11.** 20% of students will score a level 3 and 4% of students will score a level 4 or above in grade 8 on the FCAT 2.0 Science Assessment by April of 2014 as evidenced by the FCAT 2.0 Science school report of students provided by Pearson Access.

**G11.B1** Students not actively engaged in their instruction. Education is not a priority for all students

**G11.B1.S1** Interactive notebooks used in the classroom.

**PD Opportunity 1**

PD on interactive notebook and implementation in the classroom

**Facilitator**

Science chair

**Participants**

all science teachers

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

**PD Opportunity 2**

PD on interactive notebook and implementation in the classroom

**Facilitator**

Science chair

**Participants**

all science teachers

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations

**G11.B2** Students have gaps in their background knowledge of essential science concepts.

**G11.B2.S1** Scaffold information in the classroom before using grade level work

**PD Opportunity 1**

PD on Common Core

**Facilitator**

Principal and science chair

**Participants**

all science teachers

**Target Dates or Schedule**

January 6, 2014

**Evidence of Completion**

PD sign in sheet and PD materials

**PD Opportunity 2**

PD on Common Core

**Facilitator**

Principal and science chair

**Participants**

all science teachers

**Target Dates or Schedule**

January 6, 2014

**Evidence of Completion**

PD sign in sheet and PD materials



**G11.B2.S2** Use of the six step Marzano process for teaching vocabulary

**PD Opportunity 1**

PD on common core implementation in the classroom.

**Facilitator**

Principal

**Participants**

all science teachers

**Target Dates or Schedule**

January 6, 2014

**Evidence of Completion**

PD sign in sheet, pd materials and classroom observations

**PD Opportunity 2**

PD on common core implementation in the classroom.

**Facilitator**

Principal

**Participants**

all science teachers

**Target Dates or Schedule**

January 6, 2014

**Evidence of Completion**

PD sign in sheet, pd materials and classroom observations

**G11.B2.S3** Use activators that build prior knowledge of content

**PD Opportunity 1**

PD on activating strategies and creation of activators that build on prior knowledge

**Facilitator**

Principal, Science chair

**Participants**

all science teachers

**Target Dates or Schedule**

October 9, 2013

**Evidence of Completion**

PD sign in sheet, PD materials, classroom observations, lesson plans

**G11.B3** Lack of cognitive skills and the ability to write what they are thinking about.

**G11.B3.S1** PD and PLC focus on Webb's Depth of Knowledge and Common core

**PD Opportunity 1**

Create and implement a PD on Webbs DOK and Common core followup with PLC discussions

**Facilitator**

Principal, Reading chair

**Participants**

all teachers

**Target Dates or Schedule**

PD January 6, 2014; PLC's monthly following PD

**Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

## PD Opportunity 2

Create and implement a PD on Webbs DOK and Common core followup with PLC discussions

### Facilitator

Principal, Reading chair

### Participants

all teachers

### Target Dates or Schedule

PD January 6, 2014; PLC's monthly following PD

### Evidence of Completion

PD sign in sheet, PD materials, PLC documentation

**G12.** No more than 50% of 5th graders and 35% of 6th-8th graders will receive excessive absences (10 or more) during the 2013-2014 school year as evidenced by the 2014 Genesis Excessive Absences Report.

## G12.B1 Poor Social Skills

### G12.B1.S1 Implement Anti-Bullying Programs

## PD Opportunity 1

Teacher Training on Handling Bullying

### Facilitator

Principal

### Participants

All Staff

### Target Dates or Schedule

November

### Evidence of Completion

Sign-In Sheet, PD Presentation Materials

**G12.B2 Disengaged Students (social, academic, personal)**

**G12.B2.S1 Integration of technology to enhance student engagement through high interest programs.**

**PD Opportunity 1**

PD/PLC's on iPad apps

**Facilitator**

Principal and Deans

**Participants**

all teachers

**Target Dates or Schedule**

PD on October 9th 2013, PLC's on going

**Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

**G13.** No more than 50% of students in 5th grade and 75% of students in 6-8 grades will more than one referral for the 2013-2014 school year, as evidenced by the 2014 Genesis Student Discipline Summary Report.

**G13.B1 Poor Social Skills**

**G13.B1.S1 Implement Anti-Bullying Programs**

**PD Opportunity 1**

Teacher Training on Handling Bullying

**Facilitator**

Principal

**Participants**

All Staff

**Target Dates or Schedule**

November

**Evidence of Completion**

Sign-In Sheet, PD Presentation Materials

**G13.B2 Disengaged Students (social, academic, personal)**

**G13.B2.S1 Integration of technology to enhance student engagement through high interest programs.**

**PD Opportunity 1**

PD/PLC's on iPad apps

**Facilitator**

Principal and Deans

**Participants**

all teachers

**Target Dates or Schedule**

PD on October 9th 2013, PLC's on going

**Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

**G13.B3 Students do not know the correct way to handle adverse situations between peers.**

**G13.B3.S3 Implement Anti-Bullying Programs**

**PD Opportunity 1**

Training on handling bullying

**Facilitator**

Principal and Deans

**Participants**

All staff

**Target Dates or Schedule**

November

**Evidence of Completion**

PD Sign in Sheet, PD presentation materials

**G14.** No more than 40% of 5th graders and 41% of 6-8 graders will receive one or more Out-of-School Suspension during the 2013-2014 school year, as evidenced by the 2014 Genesis End of Year Out-of-School Suspension Report.

**G14.B1** Poor Social Skills

**G14.B1.S1** Implement Anti-Bullying Programs

**PD Opportunity 1**

Teacher Training on Handling Bullying

**Facilitator**

Principal

**Participants**

All Staff

**Target Dates or Schedule**

November

**Evidence of Completion**

Sign-In Sheet, PD Presentation Materials

**G14.B2** Disengaged Students (social, academic, personal)

**G14.B2.S1** Integration of technology to enhance student engagement through high interest programs.

**PD Opportunity 1**

PD/PLC's on iPad apps

**Facilitator**

Principal and Deans

**Participants**

all teachers

**Target Dates or Schedule**

PD on October 9th 2013, PLC's on going

**Evidence of Completion**

PD sign in sheet, PD materials, PLC documentation

**G14.B3** Students do not know the correct way to handle adverse situations between peers.

**G14.B3.S3** Implement Anti-Bullying Programs

**PD Opportunity 1**

Training on handling bullying

**Facilitator**

Principal and Deans

**Participants**

All staff

**Target Dates or Schedule**

November

**Evidence of Completion**

PD Sign in Sheet, PD presentation materials

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	42% of students in grades 5-8 will achieve mastery by scoring a level 3, or above on the FCAT 2.0 Reading Assessment by April of 2014 as evidenced by the 2014 FCAT Reading school report of students provided by Pearson Access.	\$1,000
G6.	11% of students in grade 8 will achieve a level 4.0 or above on the FCAT writing assessment by March of 2014 as evidenced by the FCAT 2.0 2014 writing school report of students provided by Person Access.	\$20
G12.	No more than 50% of 5th graders and 35% of 6th-8th graders will receive excessive absences (10 or more) during the 2013-2014 school year as evidenced by the 2014 Genesis Excessive Absences Report.	\$3,000
G13.	No more than 50% of students in 5th grade and 75% of students in 6-8 grades will more than one referral for the 2013-2014 school year, as evidenced by the 2014 Genesis Student Discipline Summary Report.	\$5,500
G14.	No more than 40% of 5th graders and 41% of 6-8 graders will receive one or more Out-of-School Suspension during the 2013-2014 school year, as evidenced by the 2014 Genesis End of Year Out-of-School Suspension Report.	\$5,500
Total		\$15,020

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
General Fund		\$15,020
Total		\$15,020

### Budget Details

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



**G1.** 42% of students in grades 5-8 will achieve mastery by scoring a level 3, or above on the FCAT 2.0 Reading Assessment by April of 2014 as evidenced by the 2014 FCAT Reading school report of students provided by Pearson Access.

**G1.B1** Students not actively engaged in their instruction. Education is not a priority for all students.

**G1.B1.S1** Student academic improvement rewards

**Action Step 1**

Incentives for academic achievement

**Resource Type**

Evidence-Based Program

**Resource**

Student Incentives

**Funding Source**

General Fund

**Amount Needed**

\$500

**G1.B1.S2** Integration of technology to enhance student engagement through individualized and high interest academic programs.

**Action Step 1**

PD and PLC's on iPad apps (edmodo, iTunes U, iAuthor, iMovie, educreations)

**Resource Type**

Evidence-Based Program

**Resource**

App purchases for iPads

**Funding Source**

General Fund

**Amount Needed**

\$500

**G6.** 11% of students in grade 8 will achieve a level 4.0 or above on the FCAT writing assessment by March of 2014 as evidenced by the FCAT 2.0 2014 writing school report of students provided by Person Access.

**G6.B3** Lack of elaboration skills.

**G6.B3.S2** Writing elaboration apps used in the classroom to enhance engagement and motivation toward improvement of elaboration skills.

**Action Step 1**

create a schedule for implementation of the app in all language arts classrooms, follow the implementation app and present for use in the classroom

**Resource Type**

Evidence-Based Program

**Resource**

App purchase for iPad

**Funding Source**

General Fund

**Amount Needed**

\$20

**G12.** No more than 50% of 5th graders and 35% of 6th-8th graders will receive excessive absences (10 or more) during the 2013-2014 school year as evidenced by the 2014 Genesis Excessive Absences Report.

**G12.B1** Poor Social Skills

**G12.B1.S1** Implement Anti-Bullying Programs

**Action Step 1**

Teacher Training on Handling Bullying

**Resource Type**

Evidence-Based Program

**Resource**

Bullying Training and Presentation Materials

**Funding Source**

General Fund

**Amount Needed**

\$1,500

**Action Step 2**

Bully Lessons for Students

**Resource Type**

Evidence-Based Program

**Resource**

Presentation Materials

**Funding Source**

General Fund

**Amount Needed**

\$1,000

**G12.B2 Disengaged Students (social, academic, personal)**

**G12.B2.S2 Incentive Programs**

**Action Step 1**

Incentive Programs for Good Attendance

**Resource Type**

Evidence-Based Program

**Resource**

Student Incentives

**Funding Source**

General Fund

**Amount Needed**

\$500

**G13.** No more than 50% of students in 5th grade and 75% of students in 6-8 grades will more than one referral for the 2013-2014 school year, as evidenced by the 2014 Genesis Student Discipline Summary Report.

**G13.B1 Poor Social Skills**

**G13.B1.S1 Implement Anti-Bullying Programs**

**Action Step 1**

Teacher Training on Handling Bullying

**Resource Type**

Evidence-Based Program

**Resource**

Bullying Training and Presentation Materials

**Funding Source**

General Fund

**Amount Needed**

\$1,500

**Action Step 2**

Bully Lessons for Students

**Resource Type**

Evidence-Based Program

**Resource**

Presentation Materials

**Funding Source**

General Fund

**Amount Needed**

\$1,000

**G13.B2** Disengaged Students (social, academic, personal)

**G13.B2.S2** Incentive Programs

**Action Step 1**

Incentive Programs for Good Attendance

**Resource Type**

Evidence-Based Program

**Resource**

Student Incentives

**Funding Source**

General Fund

**Amount Needed**

\$500

**G13.B3** Students do not know the correct way to handle adverse situations between peers.

**G13.B3.S3** Implement Anti-Bullying Programs

**Action Step 1**

Training on handling bullying

**Resource Type**

Evidence-Based Program

**Resource**

Bullying Training and Presentation Materials

**Funding Source**

General Fund

**Amount Needed**

\$1,500

**Action Step 2**

Bully Lessons for students

**Resource Type**

Evidence-Based Program

**Resource**

Presentation Materials

**Funding Source**

General Fund

**Amount Needed**

\$1,000

**G14.** No more than 40% of 5th graders and 41% of 6-8 graders will receive one or more Out-of-School Suspension during the 2013-2014 school year, as evidenced by the 2014 Genesis End of Year Out-of-School Suspension Report.

**G14.B1** Poor Social Skills

**G14.B1.S1** Implement Anti-Bullying Programs

**Action Step 1**

Teacher Training on Handling Bullying

**Resource Type**

Evidence-Based Program

**Resource**

Bullying Training and Presentation Materials

**Funding Source**

General Fund

**Amount Needed**

\$1,500

**Action Step 2**

Bully Lessons for Students

**Resource Type**

Evidence-Based Program

**Resource**

Presentation Materials

**Funding Source**

General Fund

**Amount Needed**

\$1,000

**G14.B2 Disengaged Students (social, academic, personal)**

**G14.B2.S2 Incentive Programs**

**Action Step 1**

Incentive Programs for Good Attendance

**Resource Type**

Evidence-Based Program

**Resource**

Student Incentives

**Funding Source**

General Fund

**Amount Needed**

\$500

**G14.B3 Students do not know the correct way to handle adverse situations between peers.**

**G14.B3.S3 Implement Anti-Bullying Programs**

**Action Step 1**

Training on handling bullying

**Resource Type**

Evidence-Based Program

**Resource**

Bullying Training and Presentation Materials

**Funding Source**

General Fund

**Amount Needed**

\$1,500



**Action Step 2**

Bully Lessons for students

**Resource Type**

Evidence-Based Program

**Resource**

Presentation Materials

**Funding Source**

General Fund

**Amount Needed**

\$1,000