2013-2014 SCHOOL IMPROVEMENT PLAN

Bowman Ashe/Doolin K 8 Academy

6601 SW 152ND AVE

Miami, FL 33193

305-386-6667

http://bfashe.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	Yes	83%

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

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Bowman Ashe/Doolin K 8 Academy

Principal

Lisset Vazquez-Rios

School Advisory Council chair

Cynthia Huss

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

Name	Title
Lisset Vazquez-Rios	Principal
Christina M. Albarran	Assistant Principal
Marlene Iza-Rodriguez	Assistant Principal
Maria E. Tourino	Assistant Principal
Patricia Perez	Reading Coach
Maricia Samuel	Reading Coach/LA Chair
Yvonne Campbell	Media Specialist
Elena Monduy	Social Studies Department Chair
Melissa Ramjus	Science Department Chair
Ana Gonzalez	Mathematics Department Chair
Aisha Hoilett	Mathematics Leader
Mariel Sosa	Science Leader
Senovia Garcia	Pre-K/K Grade Level Chair
Sherylann Plummer	1st Grade Level Chair
Beatriz Hernandez	2nd Grade Level Chair
Liane Suarez	3rd Grade Level Chair
Nannette Henriquez	4th Grade Level Chair
Adam Pascual	5th Grade Level Chair
Idelsy Rodriguez	6th Grade Level Chair
Heather Allende	7th Grade Level Chair
Analin Baetz	8th Grade Level Chair
Diana Isidron	ELL Chair
Ronnit Branciforte	SPED Chair

District-Level Information

District

Dade

Superintendent

Mr. Alberto M. Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The Bowman Ashe/Doolin K-8 Academy SAC is composed of the following:
1 principal, 1 UTD steward, 5 teachers, 1 alternate teacher, 5 parents, 1 alternate parent, 1 educational support, 1 alternate educational support, 1 student, 1 alternate student, 3 Business Community Representatives
Lisset Vazquez-Rios PA
Jose Soto UTD
Cynthia Huss (EESAC Chairperson) T
Jeanette Roche T
Mercy Lesley T
Lisseth Bertran T
Yvonne Campbell T
Ruth Martinez AT
Jennifer Wallace E
Migdalia Martinez AE
Teresa Quintana P
Haivyl Lopez P
Adriana Rodriguez P
Viviana Sanchez P
Meredith Zsigo P
Marilu Moncayo AP
Carolina Ricardo S
Maria Pezotti AS
Moises Higgins BCR
Eric Serra BCR
Oscar Carbajal BCR

Involvement of the SAC in the development of the SIP

The SAC will:
• Provide feedback on the content of the School Improvement Plan
• Review all applicable student performance data
• Determine the students' needs and prioritize them
• Recommend strategies to improve areas of need
• Assist in the preparation and evaluation of the School Improvement Plan
• Develop and monitor the final decision making at the school relating to the implementation of the School Improvement Plan
During every meeting, the SAC will receive regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) has an important function for the success of Bowman Ashe/Doolin K-8 Academy. Listed below are some of the functions of the SAC.

• Assist in the development of the School Improvement Plan (SIP) and monitor the implementation of the SIP through ongoing data analysis
• Provide funding for student academic incentives and supplemental instructional materials
• Assist the school to create and analyze school climate surveys
• Provide input and feedback on school academic programs and services
• Provide opportunities for parental involvement

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

SAC funds of $6,350.00 will be utilized for hourly pay for teachers in the Saturday School Tutoring Program to enhance Reading performance.

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

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

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

Administrators

# of administrators
4

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

Administrator Information:

Lisset Vazquez-Rios		
Principal	Years as Administrator: 5	Years at Current School: 1

Credentials	Degrees: Master of Science in English Education Educational Specialist in Educational Leadership Certifications: English 6-12, Journalism 6-12, Reading K-12, ESOL K-12, Educational Leadership
Performance Record	2013 –School Grade – A Rdg. Proficiency, 56% Math Proficiency, 60% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 72 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 73 points Rdg. AMO –Yes Math AMO–Yes 2012 – School Grade: A Rdg. Proficiency, 52% Math Proficiency, 57% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 56 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 49 points Rdg. AMO –Yes Math AMO–Yes '11 '10 '09 School Grade A D A High Standards Rdg. 29 25 48 High Standards Math 60 55 80 Lrng Gains-Rdg. 45 44 56 Lrng Gains-Math 68 75 80 Gains-Rdg-25% 49 40 56 Gains-Math-25% 57 72 69

Maria E. Tourino		
Asst Principal	Years as Administrator: 18	Years at Current School: 14

Credentials	Degrees: Educational Leadership, Specialist TESOL, M.S. Elementary Education, B.S. Certifications: Elementary Education ESOL Educational Leadership
Performance Record	2013 – School Grade C Rdg. Proficiency, 58% Math Proficiency, 52% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 62 points Rdg. AMO –69 Math AMO–72 2012 – School Grade B Rdg. Proficiency, 57% Math Proficiency, 51% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 56 points Rdg. AMO 66 Math AMO 68 '11 '10 '09 School Grade A A A High Standards Rdg. 80 82 79 High Standards Math 81 81 72 Lrng Gains-Rdg. 65 68 72 Lrng Gains-Math 63 66 56 Gains-Rdg-25% 57 58 67 Gains-Math-25% 54 66 68

Marlene Iza-Rodriguez		
Asst Principal	Years as Administrator: 9	Years at Current School: 7

Credentials	Degrees: Special Education, M.S. Psychology, B.S. Certifications: Varying Exceptionalities Educational Leadership
Performance Record	2013 – School Grade C Rdg. Proficiency, 58% Math Proficiency, 52% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 62 points Rdg. AMO –69 Math AMO–72 2012 – School Grade B Rdg. Proficiency, 57% Math Proficiency, 51% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 56 points Rdg. AMO 66 Math AMO 68 '11 '10 '09 School Grade B A B High Standards Rdg. 65 70 68 High Standards Math 58 61 61 Lrng Gains-Rdg. 66 69 67 Lrng Gains-Math 64 67 64 Gains-Rdg-25% 69 71 71 Gains-Math-25% 64 68 62

Christina M. Albarran		
Asst Principal	Years as Administrator: 3	Years at Current School: 2
Credentials	Degrees: Elementary Education, B.A. Educational Leadership, M.S. Certifications: Elementary Education ESOL Educational Leadership	
Performance Record	2013 – School Grade C Rdg. Proficiency, 58% Math Proficiency, 52% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 62 points Rdg. AMO –69 Math AMO–72 2012 – School Grade B Rdg. Proficiency, 57% Math Proficiency, 51% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 56 points Rdg. AMO 66 Math AMO 68 '11 '10 '09 School Grade A A A High Standards Rdg. 84 84 79 High Standards Math 79 82 72 Lrng Gains-Rdg. 70 73 72 Lrng Gains-Math 69 70 56 Gains-Rdg-25% 74 71 67 Gains-Math-25% 65 63 68	

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Patricia Perez		
Full-time / School-based	Years as Coach: 12	Years at Current School: 5

Areas	Reading/Literacy
Credentials	Degrees: Elementary Education, B.S. TESOL, M.S. Educational Leadership, Specialist Certifications: Elementary Education 1-6 Educational Leadership ESOL Reading Endorsement
Performance Record	2013 – School Grade C Rdg. Proficiency, 58% Math Proficiency, 52% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 62 points Rdg. AMO –69 Math AMO–72 2012 – School Grade B Rdg. Proficiency, 57% Math Proficiency, 51% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 56 points Rdg. AMO 66 Math AMO 68 '11 10 '09 School Grade- A A A High Standards Rdg. 80 80 79 High Standards Math 81 81 72 Lrng Gains-Rdg.- 65 68 72 Lrng Gains-Math- 63 66 56 Gains-Rdg-25%- 57 58 67 Gains-Math-25%- 54 66 68

Marcia Samuel		
Full-time / School-based	Years as Coach: 17	Years at Current School: 16

Areas	Reading/Literacy
Credentials	Degrees: English, B.S English Education, M.S. Certifications: Middle Grades Language Arts 5-9 Reading Endorsement
Performance Record	2013 – School Grade C Rdg. Proficiency, 58% Math Proficiency, 52% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 62 points Rdg. AMO –69 Math AMO–72 2012 – School Grade B Rdg. Proficiency, 57% Math Proficiency, 51% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 56 points Rdg. AMO 66 Math AMO 68 '11 '10 '09 School Grade B A B High Standards Rdg. 65 70 68 High Standards Math 58 61 61 Lrng Gains-Rdg. 66 69 67 Lrng Gains-Math 64 67 64 Gains-Rdg-25% 69 71 71 Gains-Math-25% 64 68 62

Classroom Teachers

# of classroom teachers
93

 # receiving effective rating or higher
90, 97%

 # Highly Qualified Teachers
74%

 # certified in-field
69, 74%

 # ESOL endorsed
64, 69%

 # reading endorsed
19, 20%

 # with advanced degrees
38, 41%

 # National Board Certified
5, 5%

 # first-year teachers
1, 1%

 # with 1-5 years of experience
2, 2%

 # with 6-14 years of experience
50, 54%

 # with 15 or more years of experience
40, 43%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

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

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

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

The Administrative team will work collaboratively to ensure the following:
• Partner new teachers with veteran staff members
• Solicit referrals from current employees
• Host interns from local universities and partner them with clinically certified teachers

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

Currently our school does not have any new/beginning teachers. However, in the event that we hire any new/beginning teachers, the following will be implemented:
New/beginning teachers will be paired with experienced teachers within their grade-level/subject-area. They will be given opportunities to collaborate and share best practices. The administrative team will conduct monthly meetings with new/beginning teachers and their mentor. Opportunities will be provided for new/beginning teachers to observe experienced teachers and attend professional development courses that are designed to help teachers continue to improve their practice of teaching and develop their instructional skills.

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

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

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

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

the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS/RtI leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1(Leadership Team)
• Administrators:
Lisset Vazquez-Rios, Principal
Christina M. Albarran, Assistant Principal
Marlene Iza-Rodriguez, Assistant Principal
Maria E. Tourino, Assistant Principal
In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/RtI problem solving:
• Reading Coaches: Patricia Perez and Marcia Samuel
• Special education personnel: Ronnit Branciforte
• School guidance counselors: Yamile Lombard and Jeanette Alvarez
• School psychologist: Jezel Guede
• School social worker: Mariana Perez
• Member of advisory group, community stakeholders, parents (specify names)
In addition to Tier 1 problem solving, the Leadership Team members will meet every nine weeks to review consensus, infrastructure, and implementation of building level MTSS/RtI. The administrative team will schedule and facilitate regular MTSS/RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources.
Tier 2 (Interventions)
Reading Coaches, Grade-level chairs and Department Chairs will conduct monthly meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 (SST)
The School Psychologist, Social Worker, Guidance Counselor, Special Education Personnel, one administrator, and a parent will make up the Tier 3 SST Problem Solving Team.

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

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

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

Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources

• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
Managed data will include:
• Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Wonderworks Reading Assessments
• Baseline Benchmark Assessments
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student report card grades
• School site specific assessments
• CELLA
• Reading Plus Reports
• Achieve 3000 Reports
• TeenBiz Reports
• District Writing Pre/Post Tests
Behavior
• Student Case Management System
• RtI-B
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance reports

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

The school will participate in the MTSS/RtI district professional development which consists of:
1. Administrators will attend District trainings in MTSS/RtI foundations and MTSS/RtI problem solving at Tiers 1 and 2, and School Support Team (SST) Training.
2. MTSS/RtI team members will attend District trainings in MTSS/RtI foundations and MTSS/RtI problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida MTSS/RtI online training that will provide a network of ongoing support for MTSS/RtI.
In addition, the MTSS/RtI Leadership Team will monitor the school's consensus, infrastructure, and implementation using the Beliefs on MTSS/RtI Scale, Perceptions of MTSS/RtI Skills Survey, and The Tier I and II Observation Checklist Tier I, II & III Critical Components Checklist to reach a rating of at least 80% MTSS/RtI implementation in the school. The school will utilize back to school night to present MTSS/RtI to parents and hand out parent MTSS/RtI brochures. A description of MTSS/RtI and MTSS/RtI parent resources will be available on the school's web site and in the school's parent resource center.

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: 2,400

Students in the ELL program will be provided with before/after school tutoring in Reading and Math twice a week. This program will begin in October 2013 until March 2014.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

The ELL tutoring program will provide instruction in Reading and Math. The teacher will be responsible for periodically testing the students for OPM and mastery of specific benchmarks. Teachers will share the data with the administrative team and adjust their lessons accordingly to meet the specific needs of the students.

Who is responsible for monitoring implementation of this strategy?

The administrative team is responsible for monitoring the implementation of this strategy and ensuring that teachers are effectively meeting the needs of the students based on OPM data.

Strategy: Weekend Program
Minutes added to school year: 1,820

Saturday School classes will be offered to students every Saturday in the areas of Reading, Math and Science. Students will attend from 9:00 a.m. to 11:30 a.m. These extended learning opportunities will begin January 2014 until April 2014.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

During the Saturday School classes, the Reading, Math and 5th and 8th grade Science curriculum will be reinforced. The teacher will be responsible for periodically testing the students for OPM and mastery of specific benchmarks. Teachers will share the data with the administrative team and adjust their lessons accordingly to meet the specific needs of the students.

Who is responsible for monitoring implementation of this strategy?

The administrative team is responsible for monitoring the implementation of this strategy and ensuring that teachers are effectively meeting the needs of the students based on OPM data.

Literacy Leadership Team (LLT)

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

Name	Title
LIsset Vazquez-Rios	Principal
Christina M. Albarran	Assistant Principal
Maria E. Tourino	Assistant Principal
Marlene Iza-Rodriguez	Assistant Principal
Elena Monduy	Social Studies Department Chair
Melissa Ramjus	Science Department Chair
Ana Gonzalez	Mathematics Department Chair
Aisha Hoilett	Mathematics Leader
Mariel Sosa	Science Leader
Marcia Samuel	Reading Coach/LA Chair
Senovia Garcia	Pre-K/K Grade Level Chair
Sherylann Plummer	1st Grade Level Chair
Beatriz Hernandez	2nd Grade Level Chair
Liane Suarez	3rd Grade Level Chair
Nannette Henriquez	4th Grade Level Chair
Adam Pascual	5th Grade Level Chair
Idelsy Rodriguez	6th Grade Level Chair
Heather Allende	7th Grade Level Chair
Analin Baetz	8th Grade Level Chair
Yvonne Campbell	Media Specilalist
Ronnit Branciforte	SPED Department Chair
Patricia Perez	Reading Coach
Diana Isidron	ELL Chair

How the school-based LLT functions

The purpose of the Bowman Ashe/Doolin K-8 Academy Literacy Leadership Team (LLT) is to build a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The Literacy Leadership team will meet once a month to discuss data trends and receive instructional strategies that can be implemented into the content areas. Plans are developed to create school-wide reading incentives and events to promote literacy. The meetings are collaborative efforts. Although the Reading Coaches initiate these meetings and conduct them; all members are invested in the process and have the autonomy to initiate and conduct meetings with information that will be beneficial to the school. The LLT maintains a connection to the school's Multi-Tiered System of Support/ Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.
The Principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The Principal will provide necessary resources to the LLT. The Reading Coaches will share their expertise in Reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions.

The Reading Coaches will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The Reading Coaches will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

In addition, the LLT will review universal screening data and link information to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Roles/Functions

Principal/Assistant Principals: Promote the emphasis of using reading strategies in the content areas; monitor the progress of all courses and ensure that the weekly homeroom reading schedule is being followed; and assist in developing strategies that will promote reading in the school.

Reading Coach: Provides professional development for all content areas; facilitates professional sharing through all content area departments; implements the literacy plan with all content area teachers; and provides support, coaching, materials, and data to all content and elective area teachers.

Media Specialist: Manages the Accelerated Reader (AR) and STAR programs; provides data from programs that will help teachers differentiate instruction; provides incentives for students completing the AR program; and collaborates with Reading Coach to offer programs that emphasize literacy.

Department Chairs/Grade-Level Chairs (Language Arts, Math, Reading, Social Studies, ELL, SPED): Facilitate professional sharing and best practices during department/team meetings; provide feedback on specific data trends; promote literacy through incentives for teachers and students; and actively participate in committees that promote literacy in the school.

Major initiatives of the LLT

The major initiatives of the LLT this year will be to:
• Identify students in subgroups who are in need of intervention and are classified as struggling readers
• Utilize Diagnostic Assessments to determine progression of student learning gains
• Encourage school-wide Reading across the curriculum
• Provide time during faculty meetings to discuss reading best practices
• Ensure Differentiated Instruction is used effectively in the classroom
• Monitor implementation of reading strategies in all content areas
• Create professional development that focuses on student needs and teacher needs
• Increase the frequency of technology as a reading instructional tool
• Provide enrichment for students performing at mastery in reading
• Encourage students to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader and reading contests
• Work collaboratively with teachers to identify and provide targeted, customized professional development
• Develop Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions
• Multi-disciplinary teams will develop lessons that provide students with opportunities for research and will
incorporate wring throughout all disciplines

Every Teacher Contributes to Reading Instruction

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

All teachers will implement reading strategies during the homeroom 30 minute literacy block. The Reading Coach and Media Specialist will work together to provide grade-level appropriate novels, teacher resources, and activities. Professional Development on reading strategies will be provided on a continual basis to all content area teachers. All content area teachers will align lesson plans with Reading as the instructional focus and will ensure text complexity and rereading of texts is central to their lessons.

Preschool Transition

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

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

In an effort to facilitate children's transition from early childhood programs to the elementary school, Bowman Ashe/Doolin K-8 Academy proactively engages its stakeholders in a series of networking activities throughout the year. Parent Orientation meetings are conducted each semester, with informational flyers distributed to local early childhood centers within the school community. In addition, neighboring daycares and private pre-schools are invited to the school, as faculty and staff welcome preschool youngsters to visit classrooms and personally witness kindergarteners academically engaged in a real-life setting.

Kindergarten registration begins in April, and parents are informed of the registration process via Connect-Ed messages and the school's marquee. During the annual Open House event, parents of new kindergarteners are welcomed to the school and provided with an opportunity to visit their child's classroom and learn more about school expectations and procedures.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

At Bowman Ashe/Doolin K-8 Academy, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

Establish or expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the registration of students at the school. The principal will also meet with the center directors of neighborhood centers and invite them to visit the school for orientation purposes.

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	66%	58%	No	69%
American Indian				
Asian				
Black/African American				
Hispanic	64%	56%	No	68%
White	83%	81%	No	84%
English language learners	50%	39%	No	55%
Students with disabilities	27%	28%	Yes	34%
Economically disadvantaged	62%	56%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	255	25%	34%
Students scoring at or above Achievement Level 4	308	31%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

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)	268	55%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	156	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	147	30%	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	189	50%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	52%	No	72%
American Indian				
Asian				
Black/African American				
Hispanic	68%	50%	No	71%
White	78%	60%	No	81%
English language learners	58%	41%	No	63%
Students with disabilities	36%	17%	No	42%
Economically disadvantaged	65%	50%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	224	23%	40%
Students scoring at or above Achievement Level 4	238	25%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		59%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		62%	66%

Middle School Acceleration

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

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	38%	38%
Students scoring at or above Achievement Level 4	24	57%	57%

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	40	29%	32%
Students scoring at or above Achievement Level 4	34	24%	25%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	21%	25%
Students scoring at or above Achievement Level 4	51	22%	24%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	80	12%	25%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	150	31%	35%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	0	0%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	143	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	52	6%	5%
Students who are not proficient in reading by third grade	46	37%	33%
Students who receive two or more behavior referrals	132	9%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	88	6%	5%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	143	10%	9%
Students who fail a mathematics course	35	6%	5%
Students who fail an English Language Arts course	15	2%	1%
Students who fail two or more courses in any subject	19	3%	2%
Students who receive two or more behavior referrals	132	9%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	88	6%	5%

Goals Summary

G1. On the 2013 FCAT 2.0 Reading Assessment, 58% of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 69% of students to score at Level 3 or above, an increase of eleven percentage points.

G2. On the 2013 FCAT 2.0 Writing Assessment, 50% of the students scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing Assessment is for 55% of students to score at Level 3.5 or above, an increase of five percentage points.

G3. On the 2013 FCAT 2.0 Mathematics Assessment, 52% of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 72% of students to score at Level 3 or above, an increase of twenty percentage points.

G4. During the 2012-13 school year, our Algebra 1 participation rate was at 44%. Our goal for 2013-14 is to increase student participation in the Algebra 1 course to 50%, an increase of six percentage points and maintain student performance at 96%.

G5. On the 2013 Algebra 1 EOC Assessment, 38% of the students scored at Level 3 and 57% scores at Levels 4-5. Our goal on the 2014 Algebra 1 EOC Assessment is to maintain the current levels of performance.

G6. On the 2013 FCAT 2.0 Science Assessment, 29% of the students in Grade 5 scored at Level 3 and 24% scored at Levels 4-5. Our goal on the 2014 FCAT 2.0 Science Assessment is for 32% of students to score at Level 3 and 25% to score at Levels 4-5.

G7. On the 2013 FCAT 2.0 Science Assessment, 21% of the students in Grade 8 scored at Level 3 and 22% scored at Levels 4-5. Our goal on the 2014 FCAT 2.0 Science Assessment is for 25% of students to score at Level 3 and 24% to score at Levels 4-5.

G8. Our goal for the 2013-2014 school year is to increase the number of opportunities for students to participate in STEM related activities from 2 to 4 and increase student participation in STEM related activities from 12% to 25%.

G9. Our goal for the 2013-2014 school year is to increase STEM learning opportunities for students using CTE curriculum from 2 to 4.

G10. The Civics Baseline Benchmark Assessment indicated there are no proficient students in Civics. Our goal for the 2013-2014 school year is for 30% of students in grade 7 to score a Level 3 or higher on the 2014 Civics EOC District Spring Assessment.

G11. Our goal for the 2013-2014 school year is to identify students in grades Pre-K to 5 that exhibit early warning signs that may lead to excessive absences, retention and discipline referrals and reduce the overall percentage of at-risk students.

G12. Our goal for the 2013-2014 school year is to identify students in grades 6 to 8 that exhibit early warning signs that may lead to excessive absences, retention and discipline referrals and reduce the overall percentage of at-risk students.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading Assessment, 58% of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 69% of students to score at Level 3 or above, an increase of eleven percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Reading Plus
- FCAT Explorer
- Treasures Reading Program
- Accelerated Reader/STAR
- SuccessMaker Program
- Ticket To Read
- RiverDeep
- Voyager
- Wonderworks
- TeenBiz
- Reading Coach
- Achieve 3000

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Reading Assessment, 53% of the Asian subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 78% of students to score at Level 3 or above, an increase of twenty-five percentage points. On the 2013 FCAT 2.0 Reading Assessment , 56% of the Hispanic subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 68% of students to score at Level 3 or above, an increase of twelve percentage points. On the 2013 FCAT 2.0 Reading Assessment , 81% of the White subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 84% of students to score at Level 3 or above, an increase of three percentage points. On the 2013 FCAT 2.0 Reading Assessment , 56% of the ED subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 66% of students to score at Level 3 or above, an increase of ten percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment is Reporting Category 2: Reading Application for the Asian, Hispanic, White and ED subgroups due to students' difficulty with reading, analyzing, and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

- On the 2013 FCAT 2.0 Reading Assessment , 39% of the ELL subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 55% of students to score at Level 3 or above, an increase of sixteen percentage points.One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment is Reporting Category 1: Vocabulary for the ELL subgroup due to students' limited understanding of key concepts and vocabulary words.

- On the 2013 FCAT 2.0 Reading Assessment , 25% of the students scored Achievement Level 3. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 28% of students to score at Level 3, an increase of three percentage points. One of the areas of deficiency as noted on the 2013

administration of the FCAT 2.0 Reading Assessment for students scoring at Achievement Level 3 is Reporting Category 4: Informational Text and Research Process due to students' need for increased opportunities to analyze and interpret real-world documents.

- On the 2013 FCAT 2.0 Reading Assessment , 31% of the students scored a Level 4-5. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 32% of students to score at Level 4 or 5, an increase of one percentage point. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for Level 4 and 5 students is Reporting Category 4: Informational Text and Research Process due to limited opportunities to complete research projects for the purpose of enrichment.

- On the 2013 FCAT 2.0 Reading Assessment, 72% of students achieved learning gains. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 75% of students to achieve learning gains, an increase of three percentage points.One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for students making Learning Gains is Reporting Category 2: Reading Application due to students' limited opportunities to read, analyze, and comprehend literature and informational text at the high end of the text complexity band.

- On the 2013 FCAT 2.0 Reading Assessment , 67% of students in the lowest 25% achieved learning gains. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 70% of students in the lowest 25% to achieve learning gains, an increase of three percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for students in the lowest 25% making Learning Gains is Reporting Category 2: Reading Application due to students' limited opportunities to read, analyze, and comprehend literature and informational text at the high end of the text complexity band.

- The results of the 2013 CELLA Assessment indicate that 55% of students achieved proficiency in Listening/Speaking. This is due to students primarily engaging in conversations in their native language instead of English. Our goal on the 2014 CELLA Assessment in Listening/Speaking is for 60% of the students to achieve proficiency, an increase of five percentage points.

- The results of the 2013 CELLA Assessment indicate that 32% of students achieved proficiency in Reading. Due to students' inexperience with the English language, students do not participate in enough read aloud activities in the classroom. Our goal on the 2014 CELLA Assessment in Reading is for 37% of the students to achieve proficiency, an increase of five percentage points.

- The results of the 2013 CELLA Assessment indicate that 30% of students achieved proficiency in Writing. This is due to infrequent opportunities for students to engage in functional and interactive writing development. Our goal for on the 2014 CELLA Assessment in Writing is for 35% of the students to achieve proficiency, an increase of five percentage points.

Plan to Monitor Progress Toward the Goal

Conduct reviews of data from Interim Assessments. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Grade-level/Department Meetings to obtain teacher feedback of effectiveness of strategies.

Person or Persons Responsible
LLT

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments: Interim assessments Summative Assessments: 2014 FCAT 2.0 Reading Assessment, 2014 CELLA

G2. On the 2013 FCAT 2.0 Writing Assessment, 50% of the students scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing Assessment is for 55% of students to score at Level 3.5 or above, an increase of five percentage points.

Targets Supported
- Writing

Resources Available to Support the Goal
- Anchor papers
- Scoring Rubrics
- Writing Journals

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0 Writing, 68% of students in grade 4 scored at a 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 73% of students in grade 4 to score at Level 3.5 or above, an increase of five percentage points. This is due to grade 4 students limited opportunities to write narratives based on imagined ideas, events, or observations that include characters, setting, plot, sensory details, and logical sequence of events.

- On the 2013 FCAT 2.0 Writing, 38% of students in grade 8 scored at a 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 43% of students in grade 8 to score at Level 3.5 or above, an increase of five percentage points. This is due to grade 8 students limited opportunities to utilize persuasive techniques in their writing.

Plan to Monitor Progress Toward the Goal

Review of District Pre/Post Writing Assessments. Data chats will be conducted after each Writing Assessment for progress monitoring. Review of narrative student writing samples and writing journals. Conduct Grade-level/Department Meetings to obtain teacher feedback of effectiveness of strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Pre/Post Writing Assessments Summative: 2014 FCAT 2.0 Writing Assessment

G3. On the 2013 FCAT 2.0 Mathematics Assessment, 52% of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 72% of students to score at Level 3 or above, an increase of twenty percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Mathematics Textbooks

- Florida Focus

- SuccessMaker

- FCAT Explorer

- GIZMOS

- Riverdeep

- Mathematics Department Chair

- Mathematics Leader

- Think Central

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Mathematics Assessment, 50% of the Hispanic subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 71% of students to score at Level 3 or above, an increase of twenty-one percentage points. On the 2013 FCAT 2.0 Mathematics Assessment, 60% of the White subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 81% of students to score at Level 3 or above, an increase of twenty-one percentage points. On the 2013 FCAT 2.0 Mathematics Assessment, 50% of the ED subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 69% of students to score at Level 3 or above, an increase of nineteen percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Assessment is Reporting Category 3: Geometry and Measurement for the Hispanic, White and ED subgroups due to students' limited access to technology at home in order to access on-line Mathematics resources and tutoring programs.

- On the 2013 FCAT 2.0 Mathematics Assessment, 41% of the ELL subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 63% of students to score at Level 3 or above, an increase of twenty-two percentage points. One of the areas of deficiency as noted on the 2013 FCAT 2.0 Mathematics Assessment administration for the ELL subgroup is Reporting Category 3: Geometry and Measurement due to ELL students' difficulty with transferring Mathematical concepts from their home language to the English language.

- On the 2013 FCAT 2.0 Mathematics Assessment, 17% of the SWD subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 42% of students to score at Level 3 or above, an increase of twenty-five percentage points. One of the areas of deficiency as noted on the 2013 FCAT 2.0 Mathematics Assessment administration for the SWD subgroup is Reporting Category 3: Geometry and Measurement due to limited opportunities to provide SWD students with small group instruction.

- On the 2013 FCAT 2.0 Mathematics Assessment, 23% of scored a Level 3. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 40% of students to score at Level 3 or above, an increase of seventeen percentage points. One of the areas of deficiency as noted on the 2013

administration of the FCAT 2.0 Mathematics Assessment for Level 3 students is Reporting Category 3: Geometry and Measurement due to infrequent grade-level appropriate activities that promote the use geometric knowledge to develop a foundation for understanding.

- On the 2013 FCAT 2.0 Mathematics Assessment, 25% of scored Level 4-5. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 32% of students to score at Level 4 or 5, an increase of seven percentage points.One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Assessment for Level 4 & 5 students is Reporting Category 3: Geometry and Measurement due to insufficient enrichment opportunities for students to discuss multiple solutions and explain their thinking.

- On the 2013 FCAT 2.0 Mathematics, 59% of students made learning gains. Our goal on the 2014 FCAT 2.0 Mathematics is for 63% of students to make learning gains, an increase of four percentage points.One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Assessment for students making learning gains is Reporting Category 1: Number: Operations and Problems due to students' lack of understanding and practice with basic operations and problem solving strategies.

- On the 2013 FCAT 2.0 Mathematics Assessment, 62% of students in the lowest 25% made learning gains. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 66% of students to make learning gains, an increase of four percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Assessment for students performing in the lowest 25% is Reporting Category 3: Geometry and Measurement due to infrequent instruction on geometric knowledge and spatial reasoning.

Plan to Monitor Progress Toward the Goal

Conduct reviews of data from Interim Assessments. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department/Grade-level meetings to obtain teacher feedback of effectiveness of strategies.

Person or Persons Responsible
Math Department Chair, Math Leader, MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Interim Assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

G4. During the 2012-13 school year, our Algebra 1 participation rate was at 44%. Our goal for 2013-14 is to increase student participation in the Algebra 1 course to 50%, an increase of six percentage points and maintain student performance at 96%.

Targets Supported

- Math (Middle School Acceleration)

Resources Available to Support the Goal

- Mathematics Department Chair

Targeted Barriers to Achieving the Goal

- During the 2012-2013 school year. our Algebra 1 participation rate was 44% due to parents and students limited knowledge about the advantages and requirements of participation in high school courses at the middle school level resulting in decreased participation. Our goal is to increase student participation to 50%.

- The results of the 2012-2013 Algebra 1 EOC Assessment indicated that 96% of the students achieved a Level 3 or higher due to students limited knowledge of pre-Algebra skills.

Plan to Monitor Progress Toward the Goal

Conduct reviews of Algebra 1 EOC Assessment data to monitor the progress of students newly enrolled in an Algebra 1 course. Data chats will be conducted after each Algebra 1 EOC Assessment for progress monitoring.

Person or Persons Responsible

Administrative Team and Math Department Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Interim Algebra 1 EOC Assessment Summative: 2014 Algebra 1 EOC Assessment

G5. On the 2013 Algebra 1 EOC Assessment, 38% of the students scored at Level 3 and 57% scores at Levels 4-5. Our goal on the 2014 Algebra 1 EOC Assessment is to maintain the current levels of performance.

Targets Supported

- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal

- Florida Focus
- Mathematics Department Chair
- Computer Lab
- Gizmos
- E2020
- Algebra Textbook

Targeted Barriers to Achieving the Goal

- On the 2013 Algebra 1 EOC Assessment, 38% of Level 3 students scored a 3. One of the areas of deficiency is in Reporting Category 2: Polynomials due to insufficient opportunities for students to practice solving polynomial equations in the classroom. Our goal is for maintain level 3 student performance at 38%.

- On the 2013 Algebra 1 EOC Assessment, 57% of Level 4 & 5 students scored a 4 or above. One of the areas of deficiency is in Reporting Category 2: Polynomials due to limited time spent on technology based Algebra programs. Our goal is for maintain level 4 & 5 student performance at 57%.

Plan to Monitor Progress Toward the Goal

Conduct review of Interim Algebra 1 EOC Assessment data. Data chats will be conducted after each Interim EOC Assessment for ongoing progress monitoring. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies.

Person or Persons Responsible
Math Department Chair and Administrative Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Interim Algebra 1 EOC Assessments Summative: 2014 Algebra 1 EOC Assessment

G6. On the 2013 FCAT 2.0 Science Assessment, 29% of the students in Grade 5 scored at Level 3 and 24% scored at Levels 4-5. Our goal on the 2014 FCAT 2.0 Science Assessment is for 32% of students to score at Level 3 and 25% to score at Levels 4-5.

Targets Supported

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Gizmos

- Labs

- Science Textbook

- Science Leader

- NBC Learn

- Discovery Education

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Science Assessment, 29% of Level 3 grade 5 students scored a 3. Our goal is for 32% to score a level 3, an increase of three percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Assessment for grade 5 Level 3 students is Reporting Category 3: Physical Science due to limited opportunities for students to participate in lab activities that relate to Physical Science.

- On the 2013 FCAT 2.0 Science Assessment, 24% of Level 4 & 5 grade 5 students scored a 4 or above. Our goal is for 25% to score a level 4 or above, an increase of one percentage point. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Assessment for Grade 5 Level 4 & 5 students is Reporting Category 3: Physical Science due to limited opportunities for students to develop and design Science projects that relate to Physical Science.

Plan to Monitor Progress Toward the Goal

Conduct review of Interim Assessment data. Data chats will be conducted after each Interim Assessment for ongoing progress monitoring. Conduct Grade-level to obtain teacher feedback of effectiveness of strategies.

Person or Persons Responsible
Science Leader, MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Science Interim Assessment Summative: 2014 FCAT 2.0 Science Assessment

G7. On the 2013 FCAT 2.0 Science Assessment, 21% of the students in Grade 8 scored at Level 3 and 22% scored at Levels 4-5. Our goal on the 2014 FCAT 2.0 Science Assessment is for 25% of students to score at Level 3 and 24% to score at Levels 4-5.

Targets Supported

- Science

- Science - Middle School

Resources Available to Support the Goal

- Science Textbook

- Labs

- Science Department Chair

- Gizmos

- Discovery Education

- NBC Learn

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Science, 21% of Level 3 grade 8 students scored a 3. Our goal is for 25% to score a level 3, an increase of four percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Assessment for grade 8 Level 3 students is Reporting Category 3: Physical Science due to limited opportunities for students to participate in lab activities that relate to Physical Science.

- On the 2013 FCAT 2.0 Science, 22% of Level 4 & 5 grade 8 students scored a 4 or above. Our goal is for 24% to score a level 4 or above, an increase of two percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Assessment for Grade 8 Level 4 & 5 students is Reporting Category 3: Physical Science due to limited opportunities for students to develop and design Science projects that relate to Physical Science.

Plan to Monitor Progress Toward the Goal

Conduct review of Lab Reports, Formative Assessment Probes and Interim Assessments. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies.

Person or Persons Responsible
Science Department Chair, MTSS/RtI Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Interim Assessments Summative: 2014 FCAT 2.0 Science Assessment

G8. Our goal for the 2013-2014 school year is to increase the number of opportunities for students to participate in STEM related activities from 2 to 4 and increase student participation in STEM related activities from 12% to 25%.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Science Research Elective course
- Technology Elective Course
- Discovery Education

Targeted Barriers to Achieving the Goal
- Limited opportunities for students to participate in STEM related activities.

Plan to Monitor Progress Toward the Goal

Conduct Grade-level/Department Meetings to obtain teacher feedback of effectiveness of strategies. Administrative Team will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible
Science Department Chair, Science Leader and Administrative Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Number of completed projects, entries in STEM related competitions

G9. Our goal for the 2013-2014 school year is to increase STEM learning opportunities for students using CTE curriculum from 2 to 4.

Targets Supported
- CTE

Resources Available to Support the Goal
- Exploring Technology Elective Course
- Science Research Class
- Computer Lab
- Science Research Class
- Computer Lab

Targeted Barriers to Achieving the Goal
- Limited opportunities for advanced level STEM learning activities within the CTE course.

Plan to Monitor Progress Toward the Goal

Conduct meetings with CTE Teacher to ensure development and integration of STEM focus calendar. Review data from Interim Assessments. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible
Science Department Chair, Science Leader and Administrative Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Completed STEM related projects

G10. The Civics Baseline Benchmark Assessment indicated there are no proficient students in Civics. Our goal for the 2013-2014 school year is for 30% of students in grade 7 to score a Level 3 or higher on the 2014 Civics EOC District Spring Assessment.

Targets Supported
- Social Studies
- Civics EOC

Resources Available to Support the Goal
- McGraw-Hill Civics, Economics & Geography Textbook
- Various Secondary Resources

Targeted Barriers to Achieving the Goal
- The Civics Baseline Benchmark Assessment indicated that there are no proficient students in Civics. This is due to students having limited opportunities in the classroom to utilize secondary sources as they relate to Civics curriculum.

Plan to Monitor Progress Toward the Goal

Conduct review of Civics EOC Interim Assessment data. Data chats will be conducted after each Civics EOC Interim Assessment for ongoing progress monitoring. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies.

Person or Persons Responsible
Social Studies Department Chair and MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Civics EOC Interim Assessments Summative: 2014 Civics EOC

G11. Our goal for the 2013-2014 school year is to identify students in grades Pre-K to 5 that exhibit early warning signs that may lead to excessive absences, retention and discipline referrals and reduce the overall percentage of at-risk students.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- School Social Worker
- School Counselor
- MDCPS Code of Student Conduct

Targeted Barriers to Achieving the Goal

- During the 2012-2013 school year, 10% of students missed 10% or more of instructional time due to student and parent limited knowledge with the District and school attendance policy and procedures. Our goal for the 2013-2014 school year is reduce the percentage of students who missed 10% or more of instructional time to 9%.

- During the 2012-2013 school year, 6% of students in grade PreK to 5 were retained due to untimely identification of at-risk students in danger of being retained. Our goal for the 2013-2014 school year is to reduce the percentage of retained students to 5%.

- During the 2012-2013 school year, 37% of third grade students were not proficient in Reading due to untimely identification of low performing students in the area of Reading. Our goal for the 2013-2014 school year is to reduce the percentage of students in third grade who are not proficient in Reading to 33%.

- During the 2012-2013 school year, 9% of the students received 2 or more behavior referrals and 6% who received one or more behavior referrals that lead to suspension due to infrequent use of school-wide progressive discipline plan. Our goal for the 2013-2014 school year is to reduce the percentage of students who received 2 or more behavior referrals to 8% and who received one or more behavior referral that lead to suspension to 5%.

Plan to Monitor Progress Toward the Goal

Conduct meetings with MTSS/RtI Team to review data on attendance reports, retention reports and suspension reports. Discuss effectiveness of strategies and interventions provided.

Person or Persons Responsible
Administrative Team, MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Attendance Reports, suspension reports, retention reports, Interim Assessments, FAIR reports, STAR reports, FAIR reports, Reading Plus reports

G12. Our goal for the 2013-2014 school year is to identify students in grades 6 to 8 that exhibit early warning signs that may lead to excessive absences, retention and discipline referrals and reduce the overall percentage of at-risk students.

Targets Supported
- EWS
- EWS - Middle School

Resources Available to Support the Goal
- School Social Worker
- School Counselor
- MDCPS Code of Student Conduct

Targeted Barriers to Achieving the Goal
- During the 2012-2013 school year, 10% of students missed 10% or more of instructional time due to student and parent limited knowledge with the District and school attendance policy and procedures. Our goal for the 2013-2014 school year is reduce the percentage of students who missed 10% or more of instructional time to 9%.

- During the 2012-2013 school year, 3% of students in grade 6-8 failed two or more courses due to untimely identification of at-risk students in danger of failing for promotion to the next grade level.

- During the 2012-2013 school year, 9% of the students received 2 or more behavior referrals and 6% who received one or more behavior referrals that lead to suspension due to infrequent use of school-wide progressive discipline plan. Our goal for the 2013-2014 school year is to reduce the percentage of students who received 2 or more behavior referrals to 8% and who received one or more behavior referral that lead to suspension to 5%.

Plan to Monitor Progress Toward the Goal

Conduct meetings with MTSS/RtI Team to review data on attendance reports, retention reports and suspension reports. Discuss effectiveness of strategies and adjust as needed.

Person or Persons Responsible
Administrative Team, MTSS/RtI Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Suspension reports, attendance reports, and retention reports

Action Plan for Improvement

Problem Solving Key

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

G1. On the 2013 FCAT 2.0 Reading Assessment, 58% of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 69% of students to score at Level 3 or above, an increase of eleven percentage points.

G1.B1 On the 2013 FCAT 2.0 Reading Assessment, 53% of the Asian subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 78% of students to score at Level 3 or above, an increase of twenty-five percentage points. On the 2013 FCAT 2.0 Reading Assessment , 56% of the Hispanic subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 68% of students to score at Level 3 or above, an increase of twelve percentage points. On the 2013 FCAT 2.0 Reading Assessment , 81% of the White subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 84% of students to score at Level 3 or above, an increase of three percentage points. On the 2013 FCAT 2.0 Reading Assessment , 56% of the ED subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 66% of students to score at Level 3 or above, an increase of ten percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment is Reporting Category 2: Reading Application for the Asian, Hispanic, White and ED subgroups due to students' difficulty with reading, analyzing, and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

G1.B1.S1 Provide students with increased opportunities to practice using and identifying details from the passage to determine main idea, plot, and purpose, make inferences, draw conclusions, and identify implied main idea and author's purpose.

Action Step 1

Teachers will provide students increased opportunities to understand how patterns support the main idea, character development, and author's purpose and will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, quizzes and mini-benchmark assessments

Action Step 2

Teachers will ingrain the practice of justifying answers by going back to the text for support and assist students in the use of graphic organizers to see patterns and summarize the main points.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, quizzes and mini-benchmark assessments

Action Step 3

Provide In-house professional development for teachers to address these specific strategies.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Select Wednesday Early Dismissal Day

Evidence of Completion

Sign-in sheets, lesson plans, student work samples, administrative walkthroughs to ensure strategies are being implemented

Facilitator:

Reading Coach

Participants:

Teachers

Action Step 4

Students will be provided with extended learning opportunities to provide additional support and instruction in Reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, quizzes and mini-benchmark assessments

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, Observations, Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S1

Conduct reviews of data from Interim Assessments. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department/Grade-level meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Reading Plus Reports

G1.B1.S2 Provide students that are in the lowest 35% within these subgroups with Reading Seminars.

Action Step 1

Reading Coaches will identify students that are performing in the lowest 35% within these subgroups and provide them with Reading Seminars that will focus on test taking strategies.

Person or Persons Responsible

Reading Coaches

Target Dates or Schedule

once a week for four weeks

Evidence of Completion

student work samples, mini-benchmark assessments

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action plan.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

once a week for four weeks

Evidence of Completion

Student work samples, observations, action plan

Plan to Monitor Effectiveness of G1.B1.S2

Conduct reviews of data from mini-benchmark assessments to obtain teacher feedback of effectiveness of strategies and adjust action plan as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

once a week for four weeks

Evidence of Completion

mini-benchmark assessments

G1.B2 On the 2013 FCAT 2.0 Reading Assessment , 39% of the ELL subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 55% of students to score at Level 3 or above, an increase of sixteen percentage points.One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment is Reporting Category 1: Vocabulary for the ELL subgroup due to students' limited understanding of key concepts and vocabulary words.

G1.B2.S1 Provide students with pre-reading activities including key concepts and vocabulary words presented in various contexts and provide specific examples students can relate to in order to enhance vocabulary.

Action Step 1

Teachers will implement pre-reading activities to practice using concept maps to help build general knowledge of word meanings and relationships, the study of synonyms and antonyms, and practice recognizing examples and non-examples of word relationships.

Person or Persons Responsible

Teacher and Interventionist

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, concept maps, classroom assessments, Treasures assessments and quizzes, Teen Biz reports

Action Step 2

ELL students will be provided with extended learning opportunities to provide additional support and instruction in Reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, concept maps, classroom assessments, Treasures assessments and quizzes, Teen Biz reports

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans

Plan to Monitor Effectiveness of G1.B2.S1

Conduct reviews of data from Reading Plus reports, TeenBiz 3000 reports, and Interim Assessments. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department/Grade-level meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus reports, TeenBiz reports, Interim Assessments

G1.B3 On the 2013 FCAT 2.0 Reading Assessment , 25% of the students scored Achievement Level 3. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 28% of students to score at Level 3, an increase of three percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for students scoring at Achievement Level 3 is Reporting Category 4: Informational Text and Research Process due to students' need for increased opportunities to analyze and interpret real-world documents.

G1.B3.S1 Increase opportunities for students to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

Action Step 1

Teachers increase opportunities for students to recognize the characteristics of reliable and valid information, practice locating and verifying details, critically analyze text, and synthesize details to draw correct conclusions using grade-level appropriate texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Treasures assessments, quizzes, benchmark assessments

Action Step 2

Students will be provided with extended learning opportunities to provide additional support and instruction in Reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Treasures assessments, quizzes, benchmark assessments

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans

Plan to Monitor Effectiveness of G1.B3.S1

Conduct reviews of data from Reading Plus, STAR, and Interim Assessments. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department/Grade-level meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus reports, STAR reports, Interim Assessments

G1.B4 On the 2013 FCAT 2.0 Reading Assessment , 31% of the students scored a Level 4-5. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 32% of students to score at Level 4 or 5, an increase of one percentage point. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for Level 4 and 5 students is Reporting Category 4: Informational Text and Research Process due to limited opportunities to complete research projects for the purpose of enrichment.

G1.B4.S1 Provide students with increased enrichment opportunities to complete research projects that require them to assess, organize, and check the validity and reliability of information.

Action Step 1

Teachers will instruct students in the practice of locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions, and check for validity and reliability. Teachers will emphasize instruction that helps students build stronger arguments to support their answers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and projects, classroom assessments, mini-benchmark assessments

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, projects, observations, lesson plans

Plan to Monitor Effectiveness of G1.B4.S1

Conduct reviews of data from Interim Assessments. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department/Grade-level meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Explorer, Interim Assessments, Mini-Benchmark Assessments

G1.B4.S2 Provide students with Reading Seminars.

Action Step 1

Reading Coaches will identify students who are not on track to maintain proficiency and provide Reading Seminars that will focus on test taking strategies.

Person or Persons Responsible

Reading Coaches

Target Dates or Schedule

once a week for four weeks

Evidence of Completion

student work samples, mini-benchmark assessments

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action plan.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

once a week for four weeks

Evidence of Completion

Student work samples, observations, action plan

Plan to Monitor Effectiveness of G1.B4.S2

Conduct reviews of data from mini-benchmark assessments to obtain teacher feedback of effectiveness of strategies and adjust action plan as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

once a week for four weeks

Evidence of Completion

mini-benchmark assessments

G1.B5 On the 2013 FCAT 2.0 Reading Assessment, 72% of students achieved learning gains. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 75% of students to achieve learning gains, an increase of three percentage points.One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for students making Learning Gains is Reporting Category 2: Reading Application due to students' limited opportunities to read, analyze, and comprehend literature and informational text at the high end of the text complexity band.

G1.B5.S1 Provide students with opportunities to practice using and identifying details from the passage to determine main idea, plot, and purpose, make inferences, draw conclusions, and identify implied main idea and author's purpose.

Action Step 1

Teachers will provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, benchmark assessments, classroom assessments

Action Step 2

Students will be provided with extended learning opportunities to provide additional support and instruction in Reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, benchmark assessments, classroom assessments

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans

Plan to Monitor Effectiveness of G1.B5.S1

Conduct reviews of data from FAIR, Reading Plus, STAR, and Interim Assessments. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department/Grade-level meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

FAIR reports, Reading Plus reports, STAR reports, Interim Assessments

G1.B6 On the 2013 FCAT 2.0 Reading Assessment , 67% of students in the lowest 25% achieved learning gains. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 70% of students in the lowest 25% to achieve learning gains, an increase of three percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for students in the lowest 25% making Learning Gains is Reporting Category 2: Reading Application due to students' limited opportunities to read, analyze, and comprehend literature and informational text at the high end of the text complexity band.

G1.B6.S1 Provide students with increased opportunities for students to practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Action Step 1

Teachers will provide opportunities for students to practice using graphic organizers to see patterns and summarize the main points in order to understand how patterns support the main idea, character development, and author's purpose.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Treasures assessments, mini-benchmark assessments

Action Step 2

Students will be provided with extended learning opportunities to provide additional support and instruction in Reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Treasures assessments, mini-benchmark assessments

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans

Plan to Monitor Effectiveness of G1.B6.S1

Conduct reviews of data for FCAT Explorer, FAIR, Reading Plus, STAR, and Interim Assessments. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department/ Grade-level meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Explorer, FAIR reports, Reading Plus reports, STAR reports, and Interim Assessments

G1.B6.S2 Provide students with pull-out instruction on Reading that will focus on Reading application.

Action Step 1

An Interventionist will provide pull-out Reading instruction to students that will focus on Reading Application.

Person or Persons Responsible

Interventionist

Target Dates or Schedule

Twice a week

Evidence of Completion

Student work samples, classroom assessments, quizzes

Plan to Monitor Fidelity of Implementation of G1.B6.S2

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Reading Coach and Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans

Plan to Monitor Effectiveness of G1.B6.S2

Conduct reviews of data from mini-assessments for progress monitoring. Conduct meetings with Interventionist to obtain feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

Reading Coach and Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini-assessments

G1.B7 The results of the 2013 CELLA Assessment indicate that 55% of students achieved proficiency in Listening/Speaking. This is due to students primarily engaging in conversations in their native language instead of English. Our goal on the 2014 CELLA Assessment in Listening/Speaking is for 60% of the students to achieve proficiency, an increase of five percentage points.

G1.B7.S1 Provide students with increased opportunities in the classroom to engage in various types of conversations in their non-native language in order to provide meaningful language practice.

Action Step 1

Teachers will utilize the Language Experience Approach (LEA) and Modeling techniques in order to have students produce language in response to first-hand, multi-sensorial experiences including thinking aloud or talking about how to work through a task.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Treasures assessments, classroom assessments

Action Step 2

ELL students will be provided with extended learning opportunities to provide additional support and instruction in Reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Treasures assessments, classroom assessments

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans

Plan to Monitor Effectiveness of G1.B7.S1

Conduct reviews of data for Reading Plus, TeenBiz 3000 and Interim Assessments. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department/Grade-level meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus Reports, TeenBiz 3000 reports, Interim Assessments

G1.B8 The results of the 2013 CELLA Assessment indicate that 32% of students achieved proficiency in Reading. Due to students' inexperience with the English language, students do not participate in enough read aloud activities in the classroom. Our goal on the 2014 CELLA Assessment in Reading is for 37% of the students to achieve proficiency, an increase of five percentage points.

G1.B8.S1 Provide students with increased opportunities to explore a variety of Reading sources in order to enhance oral practice, literacy and comprehension and to incorporate the use of Choral Reading.

Action Step 1

Teachers will provide students with a variety of reading materials and use visual displays (i.e., graphs, charts, photos, K-W-L charts, picture walks) to support the oral message before presenting the reading passage. Students will participate in Choral Reading during within the classroom during read aloud time.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, benchmark assessments, visual displays

Action Step 2

ELL students will be provided with extended learning opportunities to provide additional support and instruction in Reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, benchmark assessments, visual displays

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans

Plan to Monitor Effectiveness of G1.B8.S1

Conduct reviews of data for Reading Plus, TeenBiz 3000 and Interim Assessments. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department/Grade-level meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Plus reports, TeenBiz reports, Interim Assessments

G1.B9 The results of the 2013 CELLA Assessment indicate that 30% of students achieved proficiency in Writing. This is due to infrequent opportunities for students to engage in functional and interactive writing development. Our goal for on the 2014 CELLA Assessment in Writing is for 35% of the students to achieve proficiency, an increase of five percentage points.

G1.B9.S1 Provide students with increased opportunities to incorporate the use of dialogue journals in the classroom for written conversation that allow the student and teacher to communicate regularly and carry on conversations in order to provide communicative context for language and writing development.

Action Step 1

Teachers will assist students with the writing process through the use of dialogue journals and Reading response journal/logs that will provide opportunities for students to record their thoughts and questions about anything they are reading, including content area or research material so that students may share their written responses to initiate and continue discussion about specific text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, student journals

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans

Plan to Monitor Effectiveness of G1.B9.S1

Conduct reviews of data from District Writing Assessments, student writing samples and journals. Conduct Department/Grade-level meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District Writing Assessments, student writing samples and journals

G2. On the 2013 FCAT 2.0 Writing Assessment, 50% of the students scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing Assessment is for 55% of students to score at Level 3.5 or above, an increase of five percentage points.

G2.B1 On the 2013 FCAT 2.0 Writing, 68% of students in grade 4 scored at a 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 73% of students in grade 4 to score at Level 3.5 or above, an increase of five percentage points. This is due to grade 4 students limited opportunities to write narratives based on imagined ideas, events, or observations that include characters, setting, plot, sensory details, and logical sequence of events.

G2.B1.S1 Provide students with increased opportunities to write narratives.

Action Step 1

Teachers will provide students with graphic organizers, strategies, timelines and storyboards as a prewriting activity that focus on one main event. During the revision process students will focus on adding supporting details, substitute active verbs for common verbs and specific words for general words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples

Action Step 2

Provide in-house professional development to teachers on narrative writing strategies that will support the strategy.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Select Wednesday Early Dismissal Day

Evidence of Completion

Sign-in sheets, lesson plans, student writing samples, administrative walkthroughs to ensure strategies are being implemented

Facilitator:

Teacher

Participants:

Teachers

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Reading Coach and Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, lesson plans, student writing samples, PD completion certificate

Plan to Monitor Effectiveness of G2.B1.S1

Review of District Pre/Post Writing Assessments. Review of narrative student writing samples and writing journals. Conduct monthly Grade-level Meetings meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Scored student writing samples, Writing journals

G2.B2 On the 2013 FCAT 2.0 Writing, 38% of students in grade 8 scored at a 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 43% of students in grade 8 to score at Level 3.5 or above, an increase of five percentage points. This is due to grade 8 students limited opportunities to utilize persuasive techniques in their writing.

G2.B2.S1 Provide students with increased opportunities to utilize persuasive techniques in their writing.

Action Step 1

Teachers will review persuasive writing techniques with students and provide them with poetry, print and media advertisements, editorials, and speeches as examples for students to evaluate persuasive techniques. Students will apply these techniques when writing persuasive text such as advertisements, posters, and/or messages.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples, writing journals

Action Step 2

Provide in-house professional development to teachers on persuasive writing strategies and other writing strategies from the Zelda Glazer Writing Institute that will support the strategy.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Select Wednesday Early Dismissal Day

Evidence of Completion

PD Completion Certificate, Sign-in sheets, lesson plans, student writing samples, administrative walkthroughs to ensure strategies are being implemented

Facilitator:

Language Arts Teacher

Participants:

Language Arts Teachers

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Reading Coach and Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, lesson plans, student writing samples

Plan to Monitor Effectiveness of G2.B2.S1

Review of District Pre/Post Writing Assessments. Review of persuasive student writing samples and writing journals. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples, student writing journals

G3. On the 2013 FCAT 2.0 Mathematics Assessment, 52% of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 72% of students to score at Level 3 or above, an increase of twenty percentage points.

G3.B1 On the 2013 FCAT 2.0 Mathematics Assessment, 50% of the Hispanic subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 71% of students to score at Level 3 or above, an increase of twenty-one percentage points. On the 2013 FCAT 2.0 Mathematics Assessment, 60% of the White subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 81% of students to score at Level 3 or above, an increase of twenty-one percentage points. On the 2013 FCAT 2.0 Mathematics Assessment, 50% of the ED subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 69% of students to score at Level 3 or above, an increase of nineteen percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Assessment is Reporting Category 3: Geometry and Measurement for the Hispanic, White and ED subgroups due to students' limited access to technology at home in order to access on-line Mathematics resources and tutoring programs.

G3.B1.S1 Infuse technology programs into the Mathematics Curriculum.

Action Step 1

Teachers will implement a computer lab schedule in order to provide students with opportunities to utilize Think Central, Successmaker, FCAT Explorer and virtual manipulatives in order for students in grades 3-5 to explore and develop foundations for understanding of Geometry and Measurement concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker reports, Think Central reports, FCAT Explorer reports, Lab schedule

Action Step 2

Teachers will implement a computer lab schedule in order to provide students with opportunities to utilize GIZMOS, FCAT Explorer and virtual manipulatives in order for students in grades 6-8 to explore and develop foundations for understanding of Geometry and Measurement concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

GIZMOS reports, FCAT Explorer reports, Lab schedule

Action Step 3

Provide in-house professional development to grade 3-5 teachers on the technology program Think Central.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Select Wednesday Early Dismissal Day

Evidence of Completion

Sign-in sheets, Think Central usage reports

Facilitator:

Math Leader

Participants:

Grade 3-5 Teachers

Action Step 4

Students will be provided with extended learning opportunities to provide additional support and instruction in Mathematics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini Benchmark assessments, quizzes

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans, lab schedule, lab usgae reports

Plan to Monitor Effectiveness of G3.B1.S1

Conduct reviews of data from GIZMOS and FCAT Explorer. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department/Grade-level meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

Math Department Chair, Math Leader, MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Explorer, Interim Assessments, GIZMOS

G3.B2 On the 2013 FCAT 2.0 Mathematics Assessment, 41% of the ELL subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 63% of students to score at Level 3 or above, an increase of twenty-two percentage points. One of the areas of deficiency as noted on the 2013 FCAT 2.0 Mathematics Assessment administration for the ELL subgroup is Reporting Category 3: Geometry and Measurement due to ELL students' difficulty with transferring Mathematical concepts from their home language to the English language.

G3.B2.S1 Provide ELL students language assistance of Mathematical concepts as it relates to Geometry and Measurement.

Action Step 1

Teachers will provide students with graphic organizers and pictures for exploration and identification of key Geometry and Measurement concepts. Students will utilize the Spanish Mathematics Worktext as supplemental material.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student works samples, quizzes, mini-benchmark assessments

Action Step 2

ELL students will be provided with extended learning opportunities to provide additional support and instruction in Mathematics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student works samples, quizzes, mini-benchmark assessments

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans, graphic organizers

Plan to Monitor Effectiveness of G3.B2.S1

Conduct reviews of data from Florida Focus, Interim Assessments, and FCAT Explorer. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department/Grade-level meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

Math Department Chair, Math Leader, MTSS Team

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Explorer, Interim Assessments, Florida Focus

G3.B2.S2 Provide ELL students in grades 6-8 with push-in instructional support during Math class.

Action Step 1

The HLAP will provide ELL students with instructional support during Math class.

Person or Persons Responsible

Teacher and Home Language Assistance Paraprofessional (HLAP)

Target Dates or Schedule

Twice a week

Evidence of Completion

student work samples, lesson plans

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

lesson plans, student work samples

Plan to Monitor Effectiveness of G3.B2.S2

Conduct reviews of data from Florida Focus, Interim Assessments, and FCAT Explorer. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department/Grade-level meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

Math Department Chair, Math Leader, MTSS Team

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Explorer, Interim Assessments, Florida Focus

G3.B3 On the 2013 FCAT 2.0 Mathematics Assessment, 17% of the SWD subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 42% of students to score at Level 3 or above, an increase of twenty-five percentage points. One of the areas of deficiency as noted on the 2013 FCAT 2.0 Mathematics Assessment administration for the SWD subgroup is Reporting Category 3: Geometry and Measurement due to limited opportunities to provide SWD students with small group instruction.

G3.B3.S1 Increase the opportunities for SWD to participate in small group differentiated instruction and use manipulatives.

Action Step 1

Teachers will increase the frequency of small group differentiated instruction for the SWD subgroup during Mathematics. During small group instruction, students in grades 3-5 will utilize manipulatives for mathematical exploration and the development of student understanding of geometric and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Lesson plans, Mini-benchmark assessments, classroom assessments, use of manipulatives

Action Step 2

Teachers will increase the frequency of small group differentiated instruction for the SWD subgroup during Mathematics. During small group instruction, students in grades 6-8 will utilize manipulatives to find the area and perimeters of two dimensional figures.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Lesson plans, Mini-benchmark assessments, classroom assessments, use of manipulatives

Action Step 3

Students will be provided with extended learning opportunities to provide additional support and instruction in Mathematics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Mini-benchmark assessments, classroom assessments, use of manipulatives

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans, use of manipulatives

Plan to Monitor Effectiveness of G3.B3.S1

Conduct reviews of data from Florida Focus, Interim Assessments, and FCAT Explorer. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department Grade-level meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

Math Department Chair, Math Leader, MTSS Team

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Explorer, Interim Assessments, Florida Focus, quizzes, mini benchmark assessments

G3.B4 On the 2013 FCAT 2.0 Mathematics Assessment, 23% of scored a Level 3. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 40% of students to score at Level 3 or above, an increase of seventeen percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Assessment for Level 3 students is Reporting Category 3: Geometry and Measurement due to infrequent grade-level appropriate activities that promote the use geometric knowledge to develop a foundation for understanding.

G3.B4.S1 Increase the number of grade-level appropriate activities that promote the use geometric knowledge to develop a foundation for understanding.

Action Step 1

Students will be provided with extended learning opportunities to provide additional support and instruction in Mathematics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, mini-benchmark assessment

Action Step 2

Teachers will provide the instructional support needed for students in grades 3-5 to reinforce attributes of shape, size, and position, dimensional geometric shapes and transitive properties in the primary grades in order to prepare and support the intermediate grades.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, FCAT Explorer, Quizzes, mini-benchmark assessments

Action Step 3

Teachers will infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts for students in grades 6-8.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, FCAT Explorer, Florida Focus, Quizzes, mini-benchmark assessments

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans

Plan to Monitor Effectiveness of G3.B4.S1

Conduct reviews of data from Florida Focus, Interim Assessments, and FCAT Explorer. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department/Grade-level meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

Math Department Chair, Math Leader, MTSS Team

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Explorer, Interim Assessments, Florida Focus

G3.B5 On the 2013 FCAT 2.0 Mathematics Assessment, 25% of scored Level 4-5. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 32% of students to score at Level 4 or 5, an increase of seven percentage points.One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Assessment for Level 4 & 5 students is Reporting Category 3: Geometry and Measurement due to insufficient enrichment opportunities for students to discuss multiple solutions and explain their thinking.

G3.B5.S1 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of Geometry and Measurement.

Action Step 1

Teacher will incorporate open-ended moderate to high complexity tasks with multiple solutions into the lessons. Students will be given opportunities to explain and discuss their thinking with other students while working with the concepts of Geometry and Measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

student work samples, Florida Focus Reports, quizzes, mini-benchmark assessments

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans

Plan to Monitor Effectiveness of G3.B5.S1

Conduct reviews of data from GIZMOS, SuccessMaker, Florida Focus, Interim Assessments, and FCAT Explorer reports. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department/Grade-level meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

Math Department Chair, Math Leader, Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Explorer, Interim Assessments, Florida Focus, mini benchmark assessments, GIZMOS, SuccessMaker

G3.B6 On the 2013 FCAT 2.0 Mathematics, 59% of students made learning gains. Our goal on the 2014 FCAT 2.0 Mathematics is for 63% of students to make learning gains, an increase of four percentage points.One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Assessment for students making learning gains is Reporting Category 1: Number: Operations and Problems due to students' lack of understanding and practice with basic operations and problem solving strategies.

G3.B6.S1 Provide students with daily opportunities to practice basic operations and problem solving strategies.

Action Step 1

Teachers will support mathematical fluency and problem solving skills for students in grades 3-5 in the areas of basic addition, subtraction multiplication and/or division by providing students additional time and support to practice and apply the learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, FCAT Explorer, Quizzes, mini-benchmark assessments, classroom assessments

Action Step 2

Teachers will incorporate daily bell ringers for students in grades 6-8 that will focus on solving basic operations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples, FCAT Explorer, Florida Focus, Quizzes, mini-benchmark assessments, classroom assessments

Action Step 3

Students will be provided with extended learning opportunities to provide additional support and instruction in Mathematics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Quizzes, mini-benchmark assessments

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans

Plan to Monitor Effectiveness of G3.B6.S1

Conduct reviews of data from Florida Focus, Interim Assessments, and FCAT Explorer. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department/Grade-level meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

Math Department Chair, Math Leader, MTSS Team

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Explorer, Interim Assessments, Florida Focus, mini benchmark assessments

G3.B7 On the 2013 FCAT 2.0 Mathematics Assessment, 62% of students in the lowest 25% made learning gains. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 66% of students to make learning gains, an increase of four percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Assessment for students performing in the lowest 25% is Reporting Category 3: Geometry and Measurement due to infrequent instruction on geometric knowledge and spatial reasoning.

G3.B7.S1 Infuse prior knowledge to connect students' previous understandings to new understandings in the areas of Geometry and Measurement.

Action Step 1

Teacher will develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement. Students will use manipulatives during the mathematical exploration and development geometric and measurement concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, mini benchmark assessments, quizzes, use of manipulatives, lesson plans

Action Step 2

Students will be provided with extended learning opportunities to provide additional support and instruction in Mathematics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, mini benchmark assessments, quizzes, use of manipulatives

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans

Plan to Monitor Effectiveness of G3.B7.S1

Conduct reviews of data from Florida Focus, Interim Assessments, and FCAT Explorer. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department/Grade-level meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

Math Department Chair, Math Leader, MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Explorer, Interim Assessments, Florida Focus, mini benchmark assessments

G4. During the 2012-13 school year, our Algebra 1 participation rate was at 44%. Our goal for 2013-14 is to increase student participation in the Algebra 1 course to 50%, an increase of six percentage points and maintain student performance at 96%.

G4.B1 During the 2012-2013 school year. our Algebra 1 participation rate was 44% due to parents and students limited knowledge about the advantages and requirements of participation in high school courses at the middle school level resulting in decreased participation. Our goal is to increase student participation to 50%.

G4.B1.S1 Counselor will provide Algebra 1 course information to students and parents to encourage participation.

Action Step 1

Counselor will provide eligible students and their parents with the requirement and advantages of enrolling in the Algebra 1 course. Additionally, current 7th grade students and their parents will be provided Algebra 1 course information during articulation to encourage participation for the following school year.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

student enrollment in Algebra 1 courses

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

Conduct meetings with counselor to discuss student participation and results.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased enrollment in Algebra 1 courses

Plan to Monitor Effectiveness of G4.B1.S1

Conduct reviews of data from Algebra 1 EOC Assessments to monitor the progress of students newly enrolled in an Algebra 1 course. Data chats will be conducted after each Algebra 1 EOC Assessment for progress monitoring.

Person or Persons Responsible

Math Department Chair and Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim assessments, Florida Focus, student enrollment numbers in Algebra 1 courses

G4.B2 The results of the 2012-2013 Algebra 1 EOC Assessment indicated that 96% of the students achieved a Level 3 or higher due to students limited knowledge of pre-Algebra skills.

G4.B2.S1 Identify Level 3 students in need of remediation and provide them with instruction on pre-Algebra skills required for successful performance and completion of the Algebra 1 course.

Action Step 1

During Homeroom, the Algebra 1 teacher will provide students with basic pre-Algebra skills to support mathematical fluency and provide time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, mini-benchmark assessments, classroom assessments

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, observations, student work samples

Plan to Monitor Effectiveness of G4.B2.S1

Conduct reviews of data from Florida Focus and Algebra 1 EOC Assessments. Data chats will be conducted after each Algebra 1 EOC Assessment for progress monitoring. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

Math Department Chair and Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, mini-benchmark assessments, classroom assessments

G5. On the 2013 Algebra 1 EOC Assessment, 38% of the students scored at Level 3 and 57% scores at Levels 4-5. Our goal on the 2014 Algebra 1 EOC Assessment is to maintain the current levels of performance.

G5.B1 On the 2013 Algebra 1 EOC Assessment, 38% of Level 3 students scored a 3. One of the areas of deficiency is in Reporting Category 2: Polynomials due to insufficient opportunities for students to practice solving polynomial equations in the classroom. Our goal is for maintain level 3 student performance at 38%.

G5.B1.S1 Increase the number of activities that allow students to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Action Step 1

Teachers will incorporate daily bell ringer activities that will provide students opportunities to practice solving polynomial equations. Teachers will support mathematical fluency and problem solving skills in the areas simplifying polynomial and rational expressions by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and mini-benchmark assessments, Classroom Assessments

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans

Plan to Monitor Effectiveness of G5.B1.S1

Conduct reviews of data from Florida Focus and Algebra 1 EOC Assessments. Data chats will be conducted after each Algebra 1 EOC Assessment for progress monitoring. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies.

Person or Persons Responsible

Math Department Chair and Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Algebra 1 EOC Assessments, Florida Focus

G5.B2 On the 2013 Algebra 1 EOC Assessment, 57% of Level 4 & 5 students scored a 4 or above. One of the areas of deficiency is in Reporting Category 2: Polynomials due to limited time spent on technology based Algebra programs. Our goal is for maintain level 4 & 5 student performance at 57%.

G5.B2.S1 Increase the use of Algebra technology programs into instructional time.

Action Step 1

Teachers will incorporate the use of several technology programs that focus on activities that involve solving polynomials. Teachers will facilitate the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and mini-benchmark assessments, Gizmos reports, E2020 reports, classroom assessments

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans, lab usage reports, technology program reports

Plan to Monitor Effectiveness of G5.B2.S1

Conduct reviews of data from Florida Focus, Gizmos, E2020 and Algebra 1 EOC Assessments. Data chats will be conducted after each Algebra 1 EOC Assessment for progress monitoring. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

Math Department Chair and Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Algebra 1 EOC assessments, Florida Focus, Gizmos, E2020

G6. On the 2013 FCAT 2.0 Science Assessment, 29% of the students in Grade 5 scored at Level 3 and 24% scored at Levels 4-5. Our goal on the 2014 FCAT 2.0 Science Assessment is for 32% of students to score at Level 3 and 25% to score at Levels 4-5.

G6.B1 On the 2013 FCAT 2.0 Science Assessment, 29% of Level 3 grade 5 students scored a 3. Our goal is for 32% to score a level 3, an increase of three percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Assessment for grade 5 Level 3 students is Reporting Category 3: Physical Science due to limited opportunities for students to participate in lab activities that relate to Physical Science.

G6.B1.S1 Increase the frequency of labs that focus on relationships among mass, force, and motion as it relates to Physical Science.

Action Step 1

Students will be provided with extended learning opportunities to and provide additional support and instruction in Science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lab reports, lab journals and mini-benchmark assessments

Action Step 2

Teachers will provide opportunities for students to apply Physical Science concepts in real-world scenarios and conduct laboratory investigations that include calculating, manipulating, and solving problems. Students will be required to communicate verbally (accountable talk) and in writing their findings.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lab reports, lab journals and mini-benchmark assessments

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans, lab reports, lab journals

Plan to Monitor Effectiveness of G6.B1.S1

Conduct review of Lab Reports and Interim Assessments. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Grade-level Meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

Science Leader, MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, mini-benchmark assessments, lab reports, classroom assessments, lab journals

G6.B2 On the 2013 FCAT 2.0 Science Assessment, 24% of Level 4 & 5 grade 5 students scored a 4 or above. Our goal is for 25% to score a level 4 or above, an increase of one percentage point. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Assessment for Grade 5 Level 4 & 5 students is Reporting Category 3: Physical Science due to limited opportunities for students to develop and design Science projects that relate to Physical Science.

G6.B2.S1 Provide students with classroom opportunities to complete Science projects that relate to Physical Science.

Action Step 1

Teachers will provide students with classroom opportunities to design and develop science projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to Physical Science. Students will participate in Science Fair, SECME, Fairchild Challenge and other Project Based Learning activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed projects, Lab reports, student partcipation in project based activities and mini-benchmark assessments

Action Step 2

CTE teacher will attend various District SECME trainings through out the school year and provide in-house professional development to other teachers based on the information received at the training.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Select Wednesday Early Dismissal Days

Evidence of Completion

PD Completion Certificate, sign-in sheets, student projects, administrative walkthroughs to ensure strategies are being implemented

Facilitator:

CTE Teacher

Participants:

Science Teachers

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans, projects

Plan to Monitor Effectiveness of G6.B2.S1

Conduct review of data from Interim Assessments. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Grade-level Meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

Science Leader and Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, mini-benchmark assessments, Completed Science projects, classroom assessments, student participation in project based activities

G7. On the 2013 FCAT 2.0 Science Assessment, 21% of the students in Grade 8 scored at Level 3 and 22% scored at Levels 4-5. Our goal on the 2014 FCAT 2.0 Science Assessment is for 25% of students to score at Level 3 and 24% to score at Levels 4-5.

G7.B1 On the 2013 FCAT 2.0 Science, 21% of Level 3 grade 8 students scored a 3. Our goal is for 25% to score a level 3, an increase of four percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Assessment for grade 8 Level 3 students is Reporting Category 3: Physical Science due to limited opportunities for students to participate in lab activities that relate to Physical Science.

G7.B1.S1 Increase the frequency of labs that focus on relationships among mass, force, and motion as it relates to Physical Science.

Action Step 1

Students will be provided with extended learning opportunities to provide additional support and instruction in Science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lab reports, lab journals and mini-benchmark assessments

Action Step 2

Teachers will provide opportunities for students to apply Physical Science concepts in real-world scenarios and conduct laboratory investigations that include calculating, manipulating, and solving problems. Students will be required to communicate verbally (accountable talk) and in writing their findings.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lab reports, lab journals and mini-benchmark assessments

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step. The teacher will maintain a lab log that will list all of the labs that are completed that relate to Physical Science.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observations, lesson plans, lab reports, lab journals, lab log

Plan to Monitor Effectiveness of G7.B1.S1

Conduct review of Lab Reports, Formative Assessment Probes and Interim Assessments. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

Science Department Chair, MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Formative Assessments Probes, Mini-benchmark assessments, lab reports, lab journals

G7.B2 On the 2013 FCAT 2.0 Science, 22% of Level 4 & 5 grade 8 students scored a 4 or above. Our goal is for 24% to score a level 4 or above, an increase of two percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Assessment for Grade 8 Level 4 & 5 students is Reporting Category 3: Physical Science due to limited opportunities for students to develop and design Science projects that relate to Physical Science.

G7.B2.S2 Provide students with hands-on activities that relate to and focus on Physical Science.

Action Step 1

Teacher will infuse real-world content into the hands-on activities as it relates to Physical Science.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

student work samples

Plan to Monitor Fidelity of Implementation of G7.B2.S2

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

lesson plans, observations, student work samples

Plan to Monitor Effectiveness of G7.B2.S2

Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

Science Department Chair and Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

mini-benchmark assessments, classroom assessments, formative probes

G8. Our goal for the 2013-2014 school year is to increase the number of opportunities for students to participate in STEM related activities from 2 to 4 and increase student participation in STEM related activities from 12% to 25%.

G8.B1 Limited opportunities for students to participate in STEM related activities.

G8.B1.S1 Increase the number of opportunities for students to participate in STEM related activities and ensure students participate in SECME and Science Fair.

Action Step 1

Teachers will develop a plan for the development of student projects for STEM competitions (i.e., SECME Olympiad and Festival, South Florida Science and Engineering Fair, Fairchild Challenge, etc.)

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and projects

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

Administrators will monitor student participation and increased participation in STEM competitions.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of Project entries, attendnace logs

Plan to Monitor Effectiveness of G8.B1.S1

Conduct Grade-level/Department Meetings to obtain teacher feedback of effectiveness of strategies and adjust timeline as needed.

Person or Persons Responsible

Science Department Chair, Science Leader and Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, student work samples, completed projects

G9. Our goal for the 2013-2014 school year is to increase STEM learning opportunities for students using CTE curriculum from 2 to 4.

G9.B1 Limited opportunities for advanced level STEM learning activities within the CTE course.

G9.B1.S1 Incorporate STEM curriclum in CTE courses and increase the number of advanced level STEM related learning activities within the CTE courses.

Action Step 1

Teacher will identify STEM objectives and develop a focus calendar that incorporates advanced STEM related learning activities in the CTE course.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, student work samples, STEM related projects

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

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, STEM related projects, observations, lesson plans

Plan to Monitor Effectiveness of G9.B1.S1

Conduct meetings with CTE Teacher to ensure development and integration of STEM focus calendar.

Person or Persons Responsible

Science Department Chair and Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, STEM related projects, focus calendar

G10. The Civics Baseline Benchmark Assessment indicated there are no proficient students in Civics. Our goal for the 2013-2014 school year is for 30% of students in grade 7 to score a Level 3 or higher on the 2014 Civics EOC District Spring Assessment.

G10.B1 The Civics Baseline Benchmark Assessment indicated that there are no proficient students in Civics. This is due to students having limited opportunities in the classroom to utilize secondary sources as they relate to Civics curriculum.

G10.B1.S2 Incorporate daily use of maps, timelines, political cartoons, pictures, paintings and documents for interpreting primary and secondary sources.

Action Step 1

Teacher will incorporate daily bell ringers that will require students to interpret primary and secondary sources using maps, timelines, political cartoons, pictures, paintings and documents.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

student work samples

Plan to Monitor Fidelity of Implementation of G10.B1.S2

Administrative walkthroughs and classroom observations to ensure proper implementation of strategy and action step.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, lesson plans

Plan to Monitor Effectiveness of G10.B1.S2

Conduct review of Civics EOC assessments data. Data chats will be conducted after each EOC Interim Assessment for ongoing progress monitoring. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies and adjust instruction as needed.

Person or Persons Responsible

Social Studies Department Chair and MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Civics EOC Interim Assessments, student work samples

G11. Our goal for the 2013-2014 school year is to identify students in grades Pre-K to 5 that exhibit early warning signs that may lead to excessive absences, retention and discipline referrals and reduce the overall percentage of at-risk students.

G11.B1 During the 2012-2013 school year, 10% of students missed 10% or more of instructional time due to student and parent limited knowledge with the District and school attendance policy and procedures. Our goal for the 2013-2014 school year is reduce the percentage of students who missed 10% or more of instructional time to 9%.

G11.B1.S1 Increase student and parent awareness of the District and school attendance policy and procedures and provide support as needed.

Action Step 1

Periodically review attendance policy and procedures with students and parents. Provide parents with attendance policy and procedures via parent handbook and Open House. Identify and refer students with excessive absences to Counselor/Social Worker and contact parents in order to provide required support.

Person or Persons Responsible

Administrative Team, Social Worker and Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily attendance bulletin, COGNOS Attendance Reports

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

Conduct meetings with counselor and social worker to ensure proper support and interventions for students with excessive absences are being followed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily attendance bulletin, COGNOS Attendance Reports

Plan to Monitor Effectiveness of G11.B1.S1

Conduct meetings with counselor and social worker to address students with excessive absences and provide appropriate support and interventions.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily attendance bulletin, COGNOS Attendance Reports

G11.B2 During the 2012-2013 school year, 6% of students in grade PreK to 5 were retained due to untimely identification of at-risk students in danger of being retained. Our goal for the 2013-2014 school year is to reduce the percentage of retained students to 5%.

G11.B2.S1 Develop and implement a time line and criteria for early identification of students in danger of retention.

Action Step 1

Counselors will conduct academic reviews of progress reports and identify students in danger of failing one or more courses. Meetings will be conducted with students, parents and teachers to address the needs of the students, develop interventions and ensure successful completion of course(s).

Person or Persons Responsible

Administrative Team, Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Academic grade reports, progress reports

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

Conduct meetings with MTSS/RtI Team to ensure proper tier interventions are being implemented and students are maintaining passing grades.

Person or Persons Responsible

Administrative Team, MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Academic grade reports

Plan to Monitor Effectiveness of G11.B2.S1

Conduct meetings with MTSS/RtI Team to discuss at-risk students and develop the proper tier interventions. Students will be monitored throughout the school year to ensure passing grades are maintained.

Person or Persons Responsible

Administrative Team, MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Academic grade reports

G11.B3 During the 2012-2013 school year, 37% of third grade students were not proficient in Reading due to untimely identification of low performing students in the area of Reading. Our goal for the 2013-2014 school year is to reduce the percentage of students in third grade who are not proficient in Reading to 33%.

G11.B3.S1 Develop and implement a time line and criteria for early intervention of students who are not on grade-level in Reading in third grade.

Action Step 1

Counselors, teachers and Reading Coach will conduct academic reviews of progress reports and data from FAIR, STAR, Reading Plus and Interim Assessments to identify students in third grade who are not proficient in Reading. Proper tier interventions will be developed and implemented to meet the needs of the students.

Person or Persons Responsible

Teachers, Reading Coach, Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress Reports, FAIR reports, STAR Reports, Reading Plus reports, Interim Assessments

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

Conduct meetings Reading Coach and teachers to ensure proper tier interventions are being implemented and students are showing progress.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Academic grade reports, FAIR reports, STAR reports, Reading Plus reports, Interim Assessments

Plan to Monitor Effectiveness of G11.B3.S1

Conduct reviews of data from FAIR, STAR, Reading Plus and Interim Assessments. Data chats will be conducted after each Interim Assessment for progress monitoring. Conduct Department/Grade-level meetings to obtain teacher feedback of effectiveness of tier interventions developed and adjust as needed.

Person or Persons Responsible

Administrative Team, Reading Coach and MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Academic grade reports, FAIR reports, STAR reports, Reading Plus reports, Interim Assessments

G11.B4 During the 2012-2013 school year, 9% of the students received 2 or more behavior referrals and 6% who received one or more behavior referrals that lead to suspension due to infrequent use of school-wide progressive discipline plan. Our goal for the 2013-2014 school year is to reduce the percentage of students who received 2 or more behavior referrals to 8% and who received one or more behavior referral that lead to suspension to 5%.

G11.B4.S1 Increase the use of the school-wide progressive discipline plan and behavior log to address behavior issues.

Action Step 1

Conduct faculty meeting to review the MDCPS Code of Student Conduct, Alternative to Suspension Plan and school-wide progressive discipline plan procedures. Teachers will implement the procedures of the school-wide progressive plan and utilize the behavior log prior to submitting a discipline referral.

Person or Persons Responsible

Administrative Team and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Suspension report, number of discipline referrals, behavior log

Plan to Monitor Fidelity of Implementation of G11.B4.S1

Ensure behavior log is utilized prior to processing discipline referrals.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Suspension Report, behavior log

Plan to Monitor Effectiveness of G11.B4.S1

Conduct meetings with MTSS/RtI Team to review suspension reports and discuss proper implementation of school-wide progressive behavior plan. Plan will be adjusted as needed.

Person or Persons Responsible

Administrative Team, MTSS/Rti Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Suspension reports

G12. Our goal for the 2013-2014 school year is to identify students in grades 6 to 8 that exhibit early warning signs that may lead to excessive absences, retention and discipline referrals and reduce the overall percentage of at-risk students.

G12.B1 During the 2012-2013 school year, 10% of students missed 10% or more of instructional time due to student and parent limited knowledge with the District and school attendance policy and procedures. Our goal for the 2013-2014 school year is reduce the percentage of students who missed 10% or more of instructional time to 9%.

G12.B1.S1 Increase student and parent awareness of the District and school attendance policy and procedures and provide support as needed.

Action Step 1

Periodically review attendance policy and procedures with students during grade-level assemblies and provide parents with attendance policy and procedures via parent handbook and Open House. Identify and refer students with excessive absences to Counselor/Social Worker and contact parents.

Person or Persons Responsible

Administrative Team, Counselors and Social Worker

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily attendance bulletin, COGNOS Attendance Reports, grade-level assemblies

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

Conduct meetings with counselor and social worker to ensure proper support and interventions for students with excessive absences are being followed.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of G12.B1.S1

Conduct meetings with counselor and social worker to review attendance reports and address students with excessive absences.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance bulletin, COGNOS attendance reports

G12.B2 During the 2012-2013 school year, 3% of students in grade 6-8 failed two or more courses due to untimely identification of at-risk students in danger of failing for promotion to the next grade level.

G12.B2.S1 Develop and implement a time lime and criteria for early identification of students in danger of failing two or more courses.

Action Step 1

Counselors will conduct academic reviews of progress reports and identify students in danger of failing two or more courses. Meetings with be conducted with students, parents and teachers to address the needs of the students, develop appropriate tier interventions and ensure successful completion of courses.

Person or Persons Responsible

Administrative Team and Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Academic grade reports, progress reports

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

Conduct meetings with MTSS/RtI Team to ensure proper tier interventions are being implemented and students are showing progress.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Academic grade reports

Plan to Monitor Effectiveness of G12.B2.S1

Conduct meetings with MTSS/RtI Team and teachers to discuss at-risk students and tier interventions. Students will be monitored throughout the school year to ensure passing grades are maintained.

Person or Persons Responsible

Administrative Team, MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Academic student reports, progress reports

G12.B3 During the 2012-2013 school year, 9% of the students received 2 or more behavior referrals and 6% who received one or more behavior referrals that lead to suspension due to infrequent use of school-wide progressive discipline plan. Our goal for the 2013-2014 school year is to reduce the percentage of students who received 2 or more behavior referrals to 8% and who received one or more behavior referral that lead to suspension to 5%.

G12.B3.S1 Increase the use of the school-wide progressive discipline plan and behavior log to address behavior issues.

Action Step 1

Conduct faculty meeting to review the MDCPS Code of Student Conduct, Alternative to Suspension Plan and school-wide progressive discipline plan procedures. Teachers will utilize the behavior log and implement the procedures of the plan prior to submitting a discipline referral.

Person or Persons Responsible

Administrative Team and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Suspension reports, number of discipline referrals

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

Ensure behavior log is being utilized prior to processing discipline referrals.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Suspension reports, behavior log

Plan to Monitor Effectiveness of G12.B3.S1

Conduct meetings with MTSS/RtI Team to review suspension reports and discuss proper implementation of school-wide progressive behavior plan. Plan will be adjusted as needed.

Person or Persons Responsible

Administraive Team, MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Suspension 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
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
Title I, Part C- Migrant
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program. The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group

implementation and protocols
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).
Title VI, Part B
- NA
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for Homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
Bowman Ashe/Doolin K-8 Academy will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

• TRUST Specialists and or/ counselors focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

- N/A

Head Start

-N/A

Adult Education

-N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training-N/A

Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

• HCiOS enhances the health education activities provided by the schools and by the health department.

• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.

• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency

syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.
Miami Lighthouse / Heiken Children's Vision Program
Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.
All-Stars Program
Bowman Ashe/Doolin K-8 Academy will continue working with the Afterschool All-Stars Program which is a partnership between MDCPS and the 21st Century Grant and The Children's Trust. This program is eligible to the first 100 students who complete the application process. It provides various after school activities such as: art, technology, debate, sports, character education, science, and homework assistance. It is conducted by a group of classroom teachers who are employed at the school. The program is from 3:10 to 6:10 p.m., Monday, Tuesday and Thursday, Wednesdays from 1:55 to 4:55 p.m., and Fridays from 3:10 to 5:10 p.m. This program is focused on enhancing academics and extracurricular activities after school and is beneficial for students who normally are left home unsupervised and may become involved in inappropriate behaviors on the streets.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. On the 2013 FCAT 2.0 Reading Assessment, 58% of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 69% of students to score at Level 3 or above, an increase of eleven percentage points.

G1.B1 On the 2013 FCAT 2.0 Reading Assessment, 53% of the Asian subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 78% of students to score at Level 3 or above, an increase of twenty-five percentage points. On the 2013 FCAT 2.0 Reading Assessment , 56% of the Hispanic subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 68% of students to score at Level 3 or above, an increase of twelve percentage points. On the 2013 FCAT 2.0 Reading Assessment , 81% of the White subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 84% of students to score at Level 3 or above, an increase of three percentage points. On the 2013 FCAT 2.0 Reading Assessment , 56% of the ED subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 66% of students to score at Level 3 or above, an increase of ten percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment is Reporting Category 2: Reading Application for the Asian, Hispanic, White and ED subgroups due to students' difficulty with reading, analyzing, and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

G1.B1.S1 Provide students with increased opportunities to practice using and identifying details from the passage to determine main idea, plot, and purpose, make inferences, draw conclusions, and identify implied main idea and author's purpose.

PD Opportunity 1

Provide In-house professional development for teachers to address these specific strategies.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Select Wednesday Early Dismissal Day

Evidence of Completion

Sign-in sheets, lesson plans, student work samples, administrative walkthroughs to ensure strategies are being implemented

G2. On the 2013 FCAT 2.0 Writing Assessment, 50% of the students scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing Assessment is for 55% of students to score at Level 3.5 or above, an increase of five percentage points.

G2.B1 On the 2013 FCAT 2.0 Writing, 68% of students in grade 4 scored at a 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 73% of students in grade 4 to score at Level 3.5 or above, an increase of five percentage points. This is due to grade 4 students limited opportunities to write narratives based on imagined ideas, events, or observations that include characters, setting, plot, sensory details, and logical sequence of events.

G2.B1.S1 Provide students with increased opportunities to write narratives.

PD Opportunity 1

Provide in-house professional development to teachers on narrative writing strategies that will support the strategy.

Facilitator

Teacher

Participants

Teachers

Target Dates or Schedule

Select Wednesday Early Dismissal Day

Evidence of Completion

Sign-in sheets, lesson plans, student writing samples, administrative walkthroughs to ensure strategies are being implemented

G2.B2 On the 2013 FCAT 2.0 Writing, 38% of students in grade 8 scored at a 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 43% of students in grade 8 to score at Level 3.5 or above, an increase of five percentage points. This is due to grade 8 students limited opportunities to utilize persuasive techniques in their writing.

G2.B2.S1 Provide students with increased opportunities to utilize persuasive techniques in their writing.

PD Opportunity 1

Provide in-house professional development to teachers on persuasive writing strategies and other writing strategies from the Zelda Glazer Writing Institute that will support the strategy.

Facilitator

Language Arts Teacher

Participants

Language Arts Teachers

Target Dates or Schedule

Select Wednesday Early Dismissal Day

Evidence of Completion

PD Completion Certificate, Sign-in sheets, lesson plans, student writing samples, administrative walkthroughs to ensure strategies are being implemented

G3. On the 2013 FCAT 2.0 Mathematics Assessment, 52% of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 72% of students to score at Level 3 or above, an increase of twenty percentage points.

G3.B1 On the 2013 FCAT 2.0 Mathematics Assessment, 50% of the Hispanic subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 71% of students to score at Level 3 or above, an increase of twenty-one percentage points. On the 2013 FCAT 2.0 Mathematics Assessment, 60% of the White subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 81% of students to score at Level 3 or above, an increase of twenty-one percentage points. On the 2013 FCAT 2.0 Mathematics Assessment, 50% of the ED subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 69% of students to score at Level 3 or above, an increase of nineteen percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Assessment is Reporting Category 3: Geometry and Measurement for the Hispanic, White and ED subgroups due to students' limited access to technology at home in order to access on-line Mathematics resources and tutoring programs.

G3.B1.S1 Infuse technology programs into the Mathematics Curriculum.

PD Opportunity 1

Provide in-house professional development to grade 3-5 teachers on the technology program Think Central.

Facilitator

Math Leader

Participants

Grade 3-5 Teachers

Target Dates or Schedule

Select Wednesday Early Dismissal Day

Evidence of Completion

Sign-in sheets, Think Central usage reports

G6. On the 2013 FCAT 2.0 Science Assessment, 29% of the students in Grade 5 scored at Level 3 and 24% scored at Levels 4-5. Our goal on the 2014 FCAT 2.0 Science Assessment is for 32% of students to score at Level 3 and 25% to score at Levels 4-5.

G6.B2 On the 2013 FCAT 2.0 Science Assessment, 24% of Level 4 & 5 grade 5 students scored a 4 or above. Our goal is for 25% to score a level 4 or above, an increase of one percentage point. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Assessment for Grade 5 Level 4 & 5 students is Reporting Category 3: Physical Science due to limited opportunities for students to develop and design Science projects that relate to Physical Science.

G6.B2.S1 Provide students with classroom opportunities to complete Science projects that relate to Physical Science.

PD Opportunity 1

CTE teacher will attend various District SECME trainings through out the school year and provide in-house professional development to other teachers based on the information received at the training.

Facilitator

CTE Teacher

Participants

Science Teachers

Target Dates or Schedule

Select Wednesday Early Dismissal Days

Evidence of Completion

PD Completion Certificate, sign-in sheets, student projects, administrative walkthroughs to ensure strategies are being implemented

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading Assessment, 58% of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 69% of students to score at Level 3 or above, an increase of eleven percentage points.	$49,400
G3.	On the 2013 FCAT 2.0 Mathematics Assessment, 52% of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 72% of students to score at Level 3 or above, an increase of twenty percentage points.	$35,000
G6.	On the 2013 FCAT 2.0 Science Assessment, 29% of the students in Grade 5 scored at Level 3 and 24% scored at Levels 4-5. Our goal on the 2014 FCAT 2.0 Science Assessment is for 32% of students to score at Level 3 and 25% to score at Levels 4-5.	$2,500
G7.	On the 2013 FCAT 2.0 Science Assessment, 21% of the students in Grade 8 scored at Level 3 and 22% scored at Levels 4-5. Our goal on the 2014 FCAT 2.0 Science Assessment is for 25% of students to score at Level 3 and 24% to score at Levels 4-5.	$2,500
	Total	$89,400

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program		Total
Title I	$37,500		$0	$37,500
Title 1	$2,500		$0	$2,500
Title III	$24,000		$0	$24,000
EESAC	$25,400		$0	$25,400
	$0		$0	$0
Total	$89,400		$0	$89,400

Budget Details

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

G1. On the 2013 FCAT 2.0 Reading Assessment, 58% of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 69% of students to score at Level 3 or above, an increase of eleven percentage points.

G1.B1 On the 2013 FCAT 2.0 Reading Assessment, 53% of the Asian subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 78% of students to score at Level 3 or above, an increase of twenty-five percentage points. On the 2013 FCAT 2.0 Reading Assessment , 56% of the Hispanic subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 68% of students to score at Level 3 or above, an increase of twelve percentage points. On the 2013 FCAT 2.0 Reading Assessment , 81% of the White subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 84% of students to score at Level 3 or above, an increase of three percentage points. On the 2013 FCAT 2.0 Reading Assessment , 56% of the ED subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 66% of students to score at Level 3 or above, an increase of ten percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment is Reporting Category 2: Reading Application for the Asian, Hispanic, White and ED subgroups due to students' difficulty with reading, analyzing, and comprehending literature and informational text at the high end of the text complexity band independently and proficiently.

G1.B1.S1 Provide students with increased opportunities to practice using and identifying details from the passage to determine main idea, plot, and purpose, make inferences, draw conclusions, and identify implied main idea and author's purpose.

Action Step 4

Students will be provided with extended learning opportunities to provide additional support and instruction in Reading.

Resource Type

Personnel

Resource

Hourly pay for teachers.

Funding Source

EESAC

Amount Needed

$6,350

G1.B2 On the 2013 FCAT 2.0 Reading Assessment , 39% of the ELL subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 55% of students to score at Level 3 or above, an increase of sixteen percentage points.One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment is Reporting Category 1: Vocabulary for the ELL subgroup due to students' limited understanding of key concepts and vocabulary words.

G1.B2.S1 Provide students with pre-reading activities including key concepts and vocabulary words presented in various contexts and provide specific examples students can relate to in order to enhance vocabulary.

Action Step 2

ELL students will be provided with extended learning opportunities to provide additional support and instruction in Reading.

Resource Type

Personnel

Resource

Hourly pay for teachers.

Funding Source

Title III

Amount Needed

$8,000

G1.B3 On the 2013 FCAT 2.0 Reading Assessment , 25% of the students scored Achievement Level 3. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 28% of students to score at Level 3, an increase of three percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for students scoring at Achievement Level 3 is Reporting Category 4: Informational Text and Research Process due to students' need for increased opportunities to analyze and interpret real-world documents.

G1.B3.S1 Increase opportunities for students to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

Action Step 2

Students will be provided with extended learning opportunities to provide additional support and instruction in Reading.

Resource Type

Personnel

Resource

Hourly pay for teachers.

Funding Source

EESAC

Amount Needed

$6,350

G1.B5 On the 2013 FCAT 2.0 Reading Assessment, 72% of students achieved learning gains. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 75% of students to achieve learning gains, an increase of three percentage points.One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for students making Learning Gains is Reporting Category 2: Reading Application due to students' limited opportunities to read, analyze, and comprehend literature and informational text at the high end of the text complexity band.

G1.B5.S1 Provide students with opportunities to practice using and identifying details from the passage to determine main idea, plot, and purpose, make inferences, draw conclusions, and identify implied main idea and author's purpose.

Action Step 2

Students will be provided with extended learning opportunities to provide additional support and instruction in Reading.

Resource Type

Personnel

Resource

Hourly pay for teachers.

Funding Source

EESAC

Amount Needed

$6,350

G1.B6 On the 2013 FCAT 2.0 Reading Assessment , 67% of students in the lowest 25% achieved learning gains. Our goal on the 2014 FCAT 2.0 Reading Assessment is for 70% of students in the lowest 25% to achieve learning gains, an increase of three percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for students in the lowest 25% making Learning Gains is Reporting Category 2: Reading Application due to students' limited opportunities to read, analyze, and comprehend literature and informational text at the high end of the text complexity band.

G1.B6.S1 Provide students with increased opportunities for students to practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Action Step 2

Students will be provided with extended learning opportunities to provide additional support and instruction in Reading.

Resource Type

Personnel

Resource

Hourly pay for teahcers.

Funding Source

EESAC

Amount Needed

$6,350

G1.B7 The results of the 2013 CELLA Assessment indicate that 55% of students achieved proficiency in Listening/Speaking. This is due to students primarily engaging in conversations in their native language instead of English. Our goal on the 2014 CELLA Assessment in Listening/Speaking is for 60% of the students to achieve proficiency, an increase of five percentage points.

G1.B7.S1 Provide students with increased opportunities in the classroom to engage in various types of conversations in their non-native language in order to provide meaningful language practice.

Action Step 2

ELL students will be provided with extended learning opportunities to provide additional support and instruction in Reading.

Resource Type

Personnel

Resource

Hourly pay for teachers.

Funding Source

Title III

Amount Needed

$8,000

G1.B8 The results of the 2013 CELLA Assessment indicate that 32% of students achieved proficiency in Reading. Due to students' inexperience with the English language, students do not participate in enough read aloud activities in the classroom. Our goal on the 2014 CELLA Assessment in Reading is for 37% of the students to achieve proficiency, an increase of five percentage points.

G1.B8.S1 Provide students with increased opportunities to explore a variety of Reading sources in order to enhance oral practice, literacy and comprehension and to incorporate the use of Choral Reading.

Action Step 2

ELL students will be provided with extended learning opportunities to provide additional support and instruction in Reading.

Resource Type

Personnel

Resource

Hourly pay for teachers.

Funding Source

Title III

Amount Needed

$8,000

G3. On the 2013 FCAT 2.0 Mathematics Assessment, 52% of the students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 72% of students to score at Level 3 or above, an increase of twenty percentage points.

G3.B1 On the 2013 FCAT 2.0 Mathematics Assessment, 50% of the Hispanic subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 71% of students to score at Level 3 or above, an increase of twenty-one percentage points. On the 2013 FCAT 2.0 Mathematics Assessment, 60% of the White subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 81% of students to score at Level 3 or above, an increase of twenty-one percentage points. On the 2013 FCAT 2.0 Mathematics Assessment, 50% of the ED subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 69% of students to score at Level 3 or above, an increase of nineteen percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Assessment is Reporting Category 3: Geometry and Measurement for the Hispanic, White and ED subgroups due to students' limited access to technology at home in order to access on-line Mathematics resources and tutoring programs.

G3.B1.S1 Infuse technology programs into the Mathematics Curriculum.

Action Step 4

Students will be provided with extended learning opportunities to provide additional support and instruction in Mathematics.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B2 On the 2013 FCAT 2.0 Mathematics Assessment, 41% of the ELL subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 63% of students to score at Level 3 or above, an increase of twenty-two percentage points. One of the areas of deficiency as noted on the 2013 FCAT 2.0 Mathematics Assessment administration for the ELL subgroup is Reporting Category 3: Geometry and Measurement due to ELL students' difficulty with transferring Mathematical concepts from their home language to the English language.

G3.B2.S1 Provide ELL students language assistance of Mathematical concepts as it relates to Geometry and Measurement.

Action Step 2

ELL students will be provided with extended learning opportunities to provide additional support and instruction in Mathematics.

Resource Type

Personnel

Resource

Hourly pay for teachers.

Funding Source

Title I

Amount Needed

$7,000

G3.B3 On the 2013 FCAT 2.0 Mathematics Assessment, 17% of the SWD subgroup scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 42% of students to score at Level 3 or above, an increase of twenty-five percentage points. One of the areas of deficiency as noted on the 2013 FCAT 2.0 Mathematics Assessment administration for the SWD subgroup is Reporting Category 3: Geometry and Measurement due to limited opportunities to provide SWD students with small group instruction.

G3.B3.S1 Increase the opportunities for SWD to participate in small group differentiated instruction and use manipulatives.

Action Step 3

Students will be provided with extended learning opportunities to provide additional support and instruction in Mathematics.

Resource Type

Personnel

Resource

Hourly pay for teachers.

Funding Source

Title I

Amount Needed

$7,000

G3.B4 On the 2013 FCAT 2.0 Mathematics Assessment, 23% of scored a Level 3. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 40% of students to score at Level 3 or above, an increase of seventeen percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Assessment for Level 3 students is Reporting Category 3: Geometry and Measurement due to infrequent grade-level appropriate activities that promote the use geometric knowledge to develop a foundation for understanding.

G3.B4.S1 Increase the number of grade-level appropriate activities that promote the use geometric knowledge to develop a foundation for understanding.

Action Step 1

Students will be provided with extended learning opportunities to provide additional support and instruction in Mathematics.

Resource Type

Personnel

Resource

Hourly pay for teachers.

Funding Source

Title I

Amount Needed

$7,000

G3.B6 On the 2013 FCAT 2.0 Mathematics, 59% of students made learning gains. Our goal on the 2014 FCAT 2.0 Mathematics is for 63% of students to make learning gains, an increase of four percentage points.One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Assessment for students making learning gains is Reporting Category 1: Number: Operations and Problems due to students' lack of understanding and practice with basic operations and problem solving strategies.

G3.B6.S1 Provide students with daily opportunities to practice basic operations and problem solving strategies.

Action Step 3

Students will be provided with extended learning opportunities to provide additional support and instruction in Mathematics.

Resource Type

Personnel

Resource

Hourly pay for teachers.

Funding Source

Title I

Amount Needed

$7,000

G3.B7 On the 2013 FCAT 2.0 Mathematics Assessment, 62% of students in the lowest 25% made learning gains. Our goal on the 2014 FCAT 2.0 Mathematics Assessment is for 66% of students to make learning gains, an increase of four percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Assessment for students performing in the lowest 25% is Reporting Category 3: Geometry and Measurement due to infrequent instruction on geometric knowledge and spatial reasoning.

G3.B7.S1 Infuse prior knowledge to connect students' previous understandings to new understandings in the areas of Geometry and Measurement.

Action Step 2

Students will be provided with extended learning opportunities to provide additional support and instruction in Mathematics.

Resource Type

Personnel

Resource

Hourly pay for teachers.

Funding Source

Title I

Amount Needed

$7,000

G6. On the 2013 FCAT 2.0 Science Assessment, 29% of the students in Grade 5 scored at Level 3 and 24% scored at Levels 4-5. Our goal on the 2014 FCAT 2.0 Science Assessment is for 32% of students to score at Level 3 and 25% to score at Levels 4-5.

G6.B1 On the 2013 FCAT 2.0 Science Assessment, 29% of Level 3 grade 5 students scored a 3. Our goal is for 32% to score a level 3, an increase of three percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Assessment for grade 5 Level 3 students is Reporting Category 3: Physical Science due to limited opportunities for students to participate in lab activities that relate to Physical Science.

G6.B1.S1 Increase the frequency of labs that focus on relationships among mass, force, and motion as it relates to Physical Science.

Action Step 1

Students will be provided with extended learning opportunities to and provide additional support and instruction in Science.

Resource Type

Personnel

Resource

Hourly pay for teachers.

Funding Source

Title 1

Amount Needed

$2,500

G7. On the 2013 FCAT 2.0 Science Assessment, 21% of the students in Grade 8 scored at Level 3 and 22% scored at Levels 4-5. Our goal on the 2014 FCAT 2.0 Science Assessment is for 25% of students to score at Level 3 and 24% to score at Levels 4-5.

G7.B1 On the 2013 FCAT 2.0 Science, 21% of Level 3 grade 8 students scored a 3. Our goal is for 25% to score a level 3, an increase of four percentage points. One of the areas of deficiency as noted on the 2013 administration of the FCAT 2.0 Science Assessment for grade 8 Level 3 students is Reporting Category 3: Physical Science due to limited opportunities for students to participate in lab activities that relate to Physical Science.

G7.B1.S1 Increase the frequency of labs that focus on relationships among mass, force, and motion as it relates to Physical Science.

Action Step 1

Students will be provided with extended learning opportunities to provide additional support and instruction in Science.

Resource Type

Personnel

Resource

Hourly pay for teachers.

Funding Source

Title I

Amount Needed

$2,500