2013-2014 SCHOOL IMPROVEMENT PLAN

Somerset Academy (Silver Palms)

23255 SW 115TH AVE
Homestead, FL 33032
305-257-3737
http://somersetsilverpalms.dadeschools.net

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Combination School	Yes	81%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	Yes	94%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**	**2009-10**
A	A	A	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
Somerset Academy (Silver Palms)

Principal
Andreina Figueroa- Governing Board Kerri Ann O'Sullivan

School Advisory Council chair
Karina Palomares

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

Name	Title
Kerri Ann O'Sullivan	Principal
Maria Mongeotti	AP
Robert Serna	AP
Jenn Desousa	AP
Martha Santana	Testing Chair
Frank Desousa	Athletic Director
Karina Palomares	Activities Director
Arley Blanco	Lead Teacher

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

- 1 Principal
- 3 Assistant Principals
- 5 Teachers, plus 1 alternate
- 5 Parents, plus 1 alternate
- 1 Student, plus 1 alternate
- 1 Educational support person, plus 1 alternate
- 3 Business/community representatives
- 1 Board of Directors

Involvement of the SAC in the development of the SIP

The involvement of the SAC in the development of this school improvement plan:
• Reviewed all applicable student performance data;
• Determined the students' needs and prioritize them;
• Recommended strategies to improve areas of need;
• Assist in the preparation and evaluation of this School Improvement Plan;
• Approved all ideas and recommendations for strategies for this school improvement plan
Finally, the SAC will give the final approval of this School Improvement Plan, the Mid-Year Review, and the End-of-Year Review

Activities of the SAC for the upcoming school year

• Somerset Academy Silver Palms EESAC will develop, approve and monitor implementation of the School Improvement Plan.
• Reach out to the community to obtain more partnerships.
• Organized FCAT Family Night Event
• Sponsor drive to increase Parent Involvement.
• Assist school to create and analyze school climate surveys for parents and students.

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

Attendance Incentives $350.00
FCAT Family Night $550.00
FCAT Incentives $1000.00

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:

Andreina Figueroa- Governing Board Kerri Ann O'Sullivan		
Principal	Years as Administrator: 13	Years at Current School: 2
Credentials	BA- Education with a Major in Exceptional Student Education Master degree, Special Education Certification Leadership K-12	
Performance Record	2013 School Grade A Reading/Math AMO N High Standards Reading 66 High Standards Math 60 Learning Gains - Reading 75 Learning Gains – Math 75 Gains – Reading – 25% 75 Gains – Math – 25% 74 2012 School Grade A Reading/Math AMO N High Standards Reading 62 High Standards Math 55 Learning Gains - Reading 78 Learning Gains – Math 74 Gains – Reading – 25% 73 Gains – Math – 25% 83 2011 School Grade B Reading/Math AMO N High Standards Reading 52 High Standards Math 51 Learning Gains - Reading 76 Learning Gains – Math 51 Gains – Reading – 25% 66 Gains – Math – 25% 49 2010 School Grade D Reading/Math AMO N High Standards Reading 30 High Standards Math 38 Learning Gains - Reading 48 Learning Gains – Math 44 Gains – Reading – 25% 14 Gains – Math – 25% 13 2009 School Grade F Reading/Math AMO N High Standards Reading 25 High Standards Math 20 Learning Gains - Reading 10 Learning Gains – Math 4	
Andreina Figueroa- Governing Board Kerri Ann O'Sullivan		

Gains – Reading – 25% 5
Gains – Math – 25% 5

Maria Mongeotti		
Asst Principal	Years as Administrator: 10	Years at Current School: 7

Credentials	BA- Elementary Education, Florida international University; Master degree, Administration and Supervision, Nova Southeastern University; National Board Certified in Early Childhood
Performance Record	2013 School Grade A Reading/Math AMO N High Standards Reading 66 High Standards Math 60 Learning Gains - Reading 75 Learning Gains – Math 75 Gains – Reading – 25% 75 Gains – Math – 25% 74 2012 School Grade A Reading/Math AMO N High Standards Reading 62 High Standards Math 55 Learning Gains - Reading 73 Learning Gains – Math 74 Gains – Reading – 25% 73 Gains – Math – 25% 83 2011 School Grade B Reading/Math AMO N High Standards Reading 76 High Standards Math 62 Learning Gains - Reading 65 Learning Gains – Math 56 Gains – Reading – 25% 65 Gains – Math – 25% 56 2010 School Grade A Reading/Math AMO N High Standards Reading 73 High Standards Math 69 Learning Gains - Reading 70 Learning Gains – Math 67 Gains – Reading – 25% 69 Gains – Math – 25% 56 2009 School Grade A Reading/Math AMO N High Standards Reading 71 High Standards Math 71 Learning Gains - Reading 77 Learning Gains – Math 76

Gains – Reading – 25% 75
Gains – Math – 25% 77

Robert Serna		
Asst Principal	Years as Administrator: 6	Years at Current School: 6

Credentials	Education, Barry University; Master degree, Educational Leadership, Nova Southeastern University
Performance Record	2013 School Grade A Reading/Math AMO N High Standards Reading 66 High Standards Math 60 Learning Gains - Reading 75 Learning Gains – Math 75 Gains – Reading – 25% 75 Gains – Math – 25% 74 2012 School Grade A Reading/Math AMO N High Standards Reading 62 High Standards Math 55 Learning Gains - Reading 73 Learning Gains – Math 74 Gains – Reading – 25% 73 Gains – Math – 25% 83 2011 School Grade B Reading/Math AMO N High Standards Reading 76 High Standards Math 62 Learning Gains - Reading 65 Learning Gains – Math 56 Gains – Reading – 25% 65 Gains – Math – 25% 56 2010 School Grade A Reading/Math AMO N High Standards Reading 73 High Standards Math 69 Learning Gains - Reading 70 Learning Gains – Math 67 Gains – Reading – 25% 69 Gains – Math – 25% 56 2009 School Grade A Reading/Math AMO N High Standards Reading 71 High Standards Math 71 Learning Gains - Reading 77 Learning Gains – Math 76 Gains – Reading – 25% 75 Gains – Math – 25% 77

Jenn Desousa		
Asst Principal	Years as Administrator: 1	Years at Current School: 3

Credentials	BA – English Education, Florida International University; Master of Science-Educational leadership, Nova Southeastern University; Certification-English (6-12), Educational Leadership (K-12), Reading Endorsement (K-12), State of Florida.
Performance Record	2013 School Grade A Reading/Math AMO N High Standards Reading 66 High Standards Math 60 Learning Gains - Reading 75 Learning Gains – Math 75 Gains – Reading – 25% 75 Gains – Math – 25% 74 2012 School Grade A Reading/Math AMO N High Standards Reading 62 High Standards Math 55 Learning Gains - Reading 73 Learning Gains – Math 74 Gains – Reading – 25% 73 Gains – Math – 25% 83 2011 School Grade B Reading/Math AMO N High Standards Reading 76 High Standards Math 62 Learning Gains - Reading 65 Learning Gains – Math 56 Gains – Reading – 25% 65 Gains – Math – 25% 56 2010 School Grade A Reading/Math AMO N High Standards Reading 73 High Standards Math 69 Learning Gains - Reading 70 Learning Gains – Math 67 Gains – Reading – 25% 69 Gains – Math – 25% 56 2009 School Grade A Reading/Math AMO N High Standards Reading 71 High Standards Math 71 Learning Gains - Reading 77 Learning Gains – Math 76

Gains – Reading – 25% 75
Gains – Math – 25% 77

Classroom Teachers

# of classroom teachers
34

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
34, 100%

 # ESOL endorsed
11, 32%

 # reading endorsed
4, 12%

 # with advanced degrees
6, 18%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
20, 59%

 # with 6-14 years of experience
131, 385%

 # with 15 or more years of experience
, 0%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
0, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # 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

In order to recruit and retain high-quality, highly qualified teachers we conduct a one week pre-service training prior to the start of the school year where teachers have an opportunity to meet one another, analyze data, and plan for instruction. In addition, policies and procedures are explained in a more intimate setting with more detail. Our school also attends job fairs, uses the states website teacherteacher.com and the school of choice office website to recruit new teachers. To retain teachers, we provide them with ample professional development opportunities, in house in-service training, and we also offer stipends, recognize teachers of the month, tuition reimbursement, and a offer a mentorship program.

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

Our teacher mentoring program is under the direction of one of our administrators, Jennifer DeSousa, who holds a Bachelors Degree in English Education with a K-12 Reading Endorsement and a Masters Degree in Educational Leadership. Our program consists of one on one mentoring to all teachers on staff, classroom visitations, recommendations for improvements, lesson demonstrations, conducting parent conferences, etc. Mrs. DeSousa conducts weekly classroom visits where she provides support and guidance to help enhance the teacher's delivery of content. If areas of improvement are found, then that teacher is given the opportunity to observe other colleagues within the building that have mastered
the targeted needs.

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 teachers selected for the MTSS team gathered and analyzed a variety of data by grade level in order to determine effectiveness of the strategies being implemented in the classrooms. Then the complete MTSS team collaborated in order to modify the strategies/resources necessary as identified in the End of Year School Improvement Plan Reviews from all departments. The new goals and action plans were then added to the 2013-2014 School Improvement Plan.

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

• Administrators: : Kerri O'Sullivan (Principal), Maria Mongeotti (Assistant Principal), Robert Serna (Assistant Principal), will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide professional development, observe and assess school staff and communicate with stakeholders plans and activities regarding RTI.

• AP/Reading Coach: Mrs. Jennifer M. DeSousa – monitors and communicates data gathered from district assessments, FAIR, DIBELS, and school based assessments. Oversee and coordinate all the intervention programs. Provides support in guiding classroom instruction, assists with analyzing data, and identifies appropriate evidence-based intervention strategies.
• Select General Education Teachers: Ms. Monica Martinez (6-8th grade Intensive Reading Teacher)- Provide information about core instruction, participate in student data collection, deliver instruction/intervention, and collaborates with other staff to implement curriculum and intervention when needed. (Primary and Intermediate) will provide feedback regarding core instruction, collect data, identify strengths and weaknesses in student achievement and provide appropriate interventions.
• SPED Teachers: Elizabeth Aguiar (SPED)- Participate in student data collection and collaborates with regular education teachers while providing additional support through regular consultations

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

The leadership team members will meet bi-weekly with all teachers grades 5-8 in order to communicate and collaborate on strategies to be implemented to improve student achievement in areas identified as weaknesses through a variety of data.

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

• Beginning of year: Baseline Assessment, prior year FCAT scores, and Progress Monitoring and Reporting Network.
• Midyear: Progress Monitoring: PMRN, District Interim Assessments.
• End of the year: FCAT, District Interim Assessments, and CELLA
After we receive the data we disaggregated it and have data chats with the students. We have a data wall posted in the school office to see the improvements from the different assessments.

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

Professional Development will be conducted during opening of school meetings in August, and small sessions throughout the school year including data analysis of FCAT, District Interim Assessments, CELLA, and FAIR. Based on the needs of the ongoing needs of the staff, further professional development will be provided.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students
Minutes added to school year: 21,600

Somerset Academy Inc. offers a before and after care program where students are provided with different types of extracurricular activities. In addition, students who need academic assistance will be provided services through the program, including homework help. Students will also be provided with enrichment in Reading, Mathematics, and Science through our FCAT Saturdays beginning in January and ending the Saturday before the FCAT exams are administered.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Data is monitored and used frequently throughout the year. Somerset Academy Inc. uses all district interims to include Baseline, Winter, and Fall. We also administer FAIR three times a year in addition to ongoing formative assessments in preparation for all summative assessments such as FCAT and SAT. All faculty has been trained to analyze data and target students appropriately in order to provide differentiated instruction. The School's Leadership team also analyzes the data and conducts "Data Chats" will all respective teachers with accountability groups. Those teachers then conduct "Data Chats" with their students in order to set goals and track progress.

Who is responsible for monitoring implementation of this strategy?

• Administrators: : Kerri O'Sullivan (Principal), Maria Mongeotti (Assistant Principal), Robert Serna (Assistant Principal), will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide professional development, observe and assess school staff and communicate with stakeholders plans and activities.

Literacy Leadership Team (LLT)

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

Name	Title
Kerri Ann O'Sullivan	Principal
Maria Mongeotti	AP
Robert Serna	AP
Jenn Desousa	AP
Monica Martinez	Martinez 6-8th grade (Intensive Reading teacher)
Elizabeth Aguiar	SPED Teacher

How the school-based LLT functions

The LLT will meet bi-weekly during common planning and department meetings to address the following:
• Reading skills identified on the Instructional Focus Calendar.
• Debrief on the integration of reading on lesson plans.

• Identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
• The team will then identify strategies to better assist students' specific needs. During the meetings, the team will also desegregate data. The team will collaborate bi-weekly in order to problem solve, share effective practices, evaluate implementation and make decisions to ensure that all student needs are being met.

Major initiatives of the LLT

To promote and implement reading strategies across all content areas and encourage reading by initiating a school-wide "Reading Challenge". The goal is increase reading comprehension in all subject areas. Ultimately, the LLT will ensure that all students are making adequate progress in reading.

Every Teacher Contributes to Reading Instruction

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

As Somerset Academy Inc. transitions to the integration of ELA Common Core Standards, we are implementing cross-curricular planning in order to incorporate Reading and Writing skills in every content area. Our goal is to promote literacy across all disciplinary areas. Every grade level teacher will support student comprehension of assigned quarterly novels through bellwork activities and text-dependent questions. Every teacher will also be provided with an instructional focus calendar in Reading, so they can effectively address the reading skill in their subject area and monitor progress.

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

For the 2013-2014 school year, Somerset Silver Palms will only house grades 3-8.

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	68%	67%	No	72%
American Indian				
Asian				
Black/African American	69%	58%	No	72%
Hispanic	68%	67%	No	71%
White	80%	81%	Yes	82%
English language learners	51%	50%	No	56%
Students with disabilities	41%	36%	No	47%
Economically disadvantaged	67%	67%	Yes	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	221	35%	37%
Students scoring at or above Achievement Level 4	199	31%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		74%	77%

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)	45	63%	67%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	26	37%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	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	103	61%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	67%	Yes	62%
American Indian				
Asian				
Black/African American	56%	52%	No	60%
Hispanic	56%	67%	Yes	60%
White	73%	81%	Yes	76%
English language learners	42%	51%	Yes	48%
Students with disabilities	38%	46%	Yes	44%
Economically disadvantaged	54%	65%	Yes	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	215	37%	39%
Students scoring at or above Achievement Level 4	162	28%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		77%	79%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		74%	77%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		70%	73%
Middle school performance on high school EOC and industry certifications		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		20%
Students scoring at or above Achievement Level 4	35	80%	80%

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	27	30%	35%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		5%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	22%	26%
Students scoring at or above Achievement Level 4	34	28%	30%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		1
Participation in STEM-related experiences provided for students	0	0%	1%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	1%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	1%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	1%
Students taking CTE industry certification exams	0	0%	1%
Passing rate (%) for students who take CTE industry certification exams		0%	1%
CTE program concentrators	0	0%	1%
CTE teachers holding appropriate industry certifications	0	0%	1%

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	41	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	7	3%	2%
Students who are not proficient in reading by third grade	26	39%	35%
Students who receive two or more behavior referrals	74	12%	11%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	59	9%	8%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	41	6%	5%
Students who fail a mathematics course	50	11%	10%
Students who fail an English Language Arts course	67	15%	14%
Students who fail two or more courses in any subject	57	13%	12%
Students who receive two or more behavior referrals	74	12%	11%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	59	9%	8%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Title 1 School.. Please see PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Our Reading goal for the 2013-2014 school year is to increase Reading Proficiency from 67% to 72% having a 5% increase on the 2014 Reading FCAT 2.0.

G2. Our Writing goal for the 2013-2014 school year is to increase Writing proficiency from 61% to 65% having a 4% increase on the 2014 Writing FCAT.

G3. Our Mathematics goal for the 2013-2014 is to increase student proficiency in Mathematics from 67% to 70% having a 3% increase on the 2014 Mathematics FCAT 2.0.

G4. Our Algebra Goal for 2013-2014 school year is to maintain Algebra EOC proficiency from 100% to 100% in the Algebra 2014 EOC.

G5. Our 5th Grade Science goal for the 2013-2014 is to increase proficiency in Science in fifth grade from 33% to 40% having a 7% increase on the 2014 Science FCAT.

G6. Our 8th Grade Science goal for the 2013-2014 school year is to increase Science proficiency in eighth grade from 50% to 56% having a 6% increase on the 2014 Science FCAT 2.0.

G7. The STEM Goal for the 2013-2014 school year is to increase participation and experience.

G8. Our CTE goal for the 2013-2014 is to increase student interest and participation in CTE.

G9. Our Civics goal for the 2013-2014 school year is to continue increasing proficiency.

G10. Parent Involvement: Title 1 School Please see PIP.

G11. Our Early Warning Sign goal for the 2013-2014 is to increase student attendance, decrease tardies, increase awareness of student code of conduct, decrease students failing classes and increase proficiency in reading grade 3.

Goals Detail

G1. Our Reading goal for the 2013-2014 school year is to increase Reading Proficiency from 67% to 72% having a 5% increase on the 2014 Reading FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- IReady- evidence based program To help students develop higher-order reading application skills

- Reading Plus-evidence based program To help students develop higher-order reading application skills

Targeted Barriers to Achieving the Goal

- As noted on the administration of the 2013 FCAT Reading Test, the Students with Disabilities did not make AMO-2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2. Students' experienced difficulty when having to refer explicitly to the text when asking and answering questions was noted.

- As noted on the administration of the 2013 FCAT Reading Test, the English Language Learners did not make AMO.

- Reading Level 3 Students' level 3 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1- Multiple Meanings in Context, Vocabulary. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language.

- Reading Level 4 Students' level 4 or above performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 Reading Application. Students' experienced difficulty in reading and comprehending literature and informational text at the high end of the complexity band independently and proficiently.

- The All Reading Learning Gains area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reading Applications.

- The Lowest 25% area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reading Applications.

- Cella Listening and Speaking students require additional opportunities in and outside of the classroom to speak in English.

- Cella Reading Students require additional opportunities to read English.

- Cella Writing Students require additional opportunities to practice academic writing

Plan to Monitor Progress Toward the Goal

Utilizing the IFC, the LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas

Person or Persons Responsible

• Utilizing the IFC, the LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas

Target Dates or Schedule:

Monthly

Evidence of Completion:

Scores on interim assessments, monthly assessments and Reading FCAT 2.0.

G2. Our Writing goal for the 2013-2014 school year is to increase Writing proficiency from 61% to 65% having a 4% increase on the 2014 Writing FCAT.

Targets Supported

• Writing

Resources Available to Support the Goal

• Graphic Organizers, Monthly Writing Prompts and Pre and Post writing assessments

Targeted Barriers to Achieving the Goal

• • The area of needed improvement as noted on the 2013 administration of the FCAT Writing assessment for fourth grade was applying writing applications in a narrative essay.

• The area of needed improvement as noted on the 2013 administration of the FCAT Writing assessment for eighth grade was applying writing applications in a narrative essay.

Plan to Monitor Progress Toward the Goal

? The students' progress will be monitored formatively through Writing Pre-test and Post-Test, and in house monthly writing assessments. The summative assessment that will monitor growth will be 2014 Writing FCAT.

Person or Persons Responsible

? The students' progress will be monitored formatively through Writing Pre-test and Post-Test, and in house monthly writing assessments. The summative assessment that will monitor growth will be 2014 Writing FCAT.

Target Dates or Schedule:

? The students' progress will be monitored formatively through Writing Pre-test and Post-Test, and in house monthly writing assessments. The summative assessment that will monitor growth will be 2014 Writing FCAT.

Evidence of Completion:

? The students' progress will be monitored formatively through Writing Pre-test and Post-Test, and in house monthly writing assessments. The summative assessment that will monitor growth will be 2014 Writing FCAT.

G3. Our Mathematics goal for the 2013-2014 is to increase student proficiency in Mathematics from 67% to 70% having a 3% increase on the 2014 Mathematics FCAT 2.0.

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

- ALEKS- Evidence Based Program-To help students develop higher order computational skills

- Carneige- Evidence Based Program-To help students apply math skills to real-world problems

- I Ready- Evidence Based Program- To help students apply math skills to real-world problems

Targeted Barriers to Achieving the Goal

- Subgroup:As noted on the administration of the 2013 FCAT Test, the Black subgroup did not make AMO. The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten and Fractions. This deficiency is due to lack of project based activities which promote higher order thinking and problem solving.

- Level 3:The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment for students level 3 are Number: Base Ten and Fractions. This deficiency is due to lack of project based activities which promote higher order thinking and problem solving.

- Level 4:The area of deficiency as noted on the 2012-2013 FCAT 2.0 for Mathematics for students level 4 or above was content area Geometry and Measurement. The anticipated barrier to achieving proficiency is lack of project-based activities which promote higher order thinking and problem solving.

- Learning Gains:The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten an Fractions.

- Lowest 25:The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten and Fractions.

Plan to Monitor Progress Toward the Goal

? How to Monitor progress-Assessment-Formative: (1)Teachers will be required to provide documentation to show evidence of project based learning in the classroom that evokes students to think and apply higher order thinking to real world problems. Teachers may use student work, lesson plans, and artifacts from projects. (2) Technology generated reports from programs such as I Ready and FCAT Explorer. (3) Interim Assessments and Teacher selected assessments. Summative: 2014 FCAT 2.0

Person or Persons Responsible

? How to Monitor progress-Assessment-Formative: (1)Teachers will be required to provide documentation to show evidence of project based learning in the classroom that evokes students to think and apply higher order thinking to real world problems. Teachers may use student work, lesson plans, and artifacts from projects. (2) Technology generated reports from programs such as I Ready and FCAT Explorer. (3) Interim Assessments and Teacher selected assessments. Summative: 2014 FCAT 2.0

Target Dates or Schedule:

Weekly and Monthly

Evidence of Completion:

Lesson Plans and 2014 FCAT

G4. Our Algebra Goal for 2013-2014 school year is to maintain Algebra EOC proficiency from 100% to 100% in the Algebra 2014 EOC.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- ALEKS- Evidence Based Program-To help students develop higher order computational skills

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2012-2013 Algebra 1 EOC for students level 3 was content area 2 – Polynomials. The anticipated barrier to achieving proficiency is a lack of practice in converting measures and rate.

- The area of deficiency as noted on the 2013 administration of the ALGEBRA I EOC for students level 4 or above was content area 2 – Polynomials. The anticipated barrier is a lack of project-based activities which promote higher order thinking and problem solving.

Plan to Monitor Progress Toward the Goal

Lesson Plans which will be reviewed during classroom visitations and will be submitted weekly to department chairs to ensure that the scope and sequence is being followed and that higher order thinking skills are being modeled. We will be conducting grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students. Also, teachers will adjust instructions as needed.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Data Chats, Lesson Plans, Classroom walk-through rubric.

G5. Our 5th Grade Science goal for the 2013-2014 is to increase proficiency in Science in fifth grade from 33% to 40% having a 7% increase on the 2014 Science FCAT.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Labs-hands on laboratory

Targeted Barriers to Achieving the Goal
- The areas of deficiency as noted on the 2012 - 2013 administration of the Science FCAT 2.0 for level 3 students was Physical Science.

- The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 for level 4 and above students was Physical Science.

Plan to Monitor Progress Toward the Goal

Formative: (1) Teachers will be required to provide documentation to show evidence of project based learning in the classroom that evokes students to think and apply higher order thinking to real world problems. Teachers may use student work, lesson plans, and artifacts from projects. (2) Interim Assessments and Teacher selected assessments. Summative: 2014 FCAT 2.0

Person or Persons Responsible
Administration

Target Dates or Schedule:
Weekly

Evidence of Completion:
Lesson plans, Gradebook and Assessments

G6. Our 8th Grade Science goal for the 2013-2014 school year is to increase Science proficiency in eighth grade from 50% to 56% having a 6% increase on the 2014 Science FCAT 2.0.

Targets Supported

- Science

- Science - Middle School

Resources Available to Support the Goal

- Laboratories -hands on experiments

Targeted Barriers to Achieving the Goal

- The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Science Assessment for students level 3 is Physical Science.

- The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Science Assessment for students level 4 and above is Physical Science.

Plan to Monitor Progress Toward the Goal

Formative: (1) Teachers will be required to provide documentation to show evidence of project based learning in the classroom that evokes students to think and apply higher order thinking to real world problems. Teachers may use student work, lesson plans, and artifacts from projects. (2) Interim Assessments and Teacher selected assessments. Summative: 2014 FCAT 2.0

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Weekly and Quarterly

Evidence of Completion:
Data

G7. The STEM Goal for the 2013-2014 school year is to increase participation and experience.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- • The main barrier to this area was the lack of time for students to utilize computers and laboratory experiences in a laboratory setting.

Plan to Monitor Progress Toward the Goal

? Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place

Person or Persons Responsible
Department Heads and Adminstration

Target Dates or Schedule:
weekly

Evidence of Completion:
Lesson Plans and observations

G8. Our CTE goal for the 2013-2014 is to increase student interest and participation in CTE.

Targets Supported

- CTE

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Lack of student interest and teachers with proper instruction

- There may not be enough classes for students to choose from

Plan to Monitor Progress Toward the Goal

Monitor and review student schedules to see if more students request. CTE classes and more advanced level classes.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Semester

Evidence of Completion:
Master Schedules

G9. Our Civics goal for the 2013-2014 school year is to continue increasing proficiency.

Targets Supported
- Social Studies
- Civics EOC

Resources Available to Support the Goal
- Achieve 3000-Evidence Based Program-To help students develop higher-order reading application skills

Targeted Barriers to Achieving the Goal
- Text Complexity, High-Quality text dependent questions and tasks.
- Evidence Based writing and research that analyze sources and deploy evidence

Plan to Monitor Progress Toward the Goal

: Formative: Baseline and Interim Assessments, FAIR Assessment, Web-based program reports. Summative: 2014 Spring Civic Assessment

Person or Persons Responsible
Administration and Department Heads

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Assessment Reports

G10. Parent Involvement: Title 1 School Please see PIP.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Parental Involvement: Title 1 School Please see PIP.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G11. Our Early Warning Sign goal for the 2013-2014 is to increase student attendance, decrease tardies, increase awareness of student code of conduct, decrease students failing classes and increase proficiency in reading grade 3.

Targets Supported

- EWS

- EWS - Elementary School

- EWS - Middle School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The students and parents are not familiarized with the Code of Student Conduct And our school's attendance policies and procedures.

- Students that are not proficient in reading by third grade is due to school's attendance.

- Students are not familiar with the School's Code of Student Conduct.

- Our school recognizes that students' academic development is correlated to student attendance

Plan to Monitor Progress Toward the Goal

? The teams will monitor the effectiveness of the strategies by checking attendance records and behavioral logs kept by the teacher and the team

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Attendance Records

Action Plan for Improvement

Problem Solving Key

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

G1. Our Reading goal for the 2013-2014 school year is to increase Reading Proficiency from 67% to 72% having a 5% increase on the 2014 Reading FCAT 2.0.

G1.B1 As noted on the administration of the 2013 FCAT Reading Test, the Students with Disabilities did not make AMO-2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2. Students' experienced difficulty when having to refer explicitly to the text when asking and answering questions was noted.

G1.B1.S1 • During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

Action Step 1

Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar. • Utilizing the FCIM, the LLT along with the MTSS/RTI team will review students' monthly assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar. • Utilizing the FCIM, the LLT along with the MTSS/RTI team will review students' monthly assessment reports to monitor progress and adjust instruction as needed.

Target Dates or Schedule

Monthly Assessments

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

Facilitator:

Reading Plus Agent

Participants:

Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar. • Utilizing the FCIM, the LLT along with the MTSS/RTI team will review students' monthly assessment reports to monitor progress and adjust instruction as needed.

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

• Utilizing the FCIM, the LLT along with the MTSS/RTI team will review students' monthly assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

• Utilizing the FCIM, the LLT along with the MTSS/RTI team will review students' monthly assessment reports to monitor progress and adjust instruction as needed.

Target Dates or Schedule

• Utilizing the FCIM, the LLT along with the MTSS/RTI team will review students' monthly assessment reports to monitor progress and adjust instruction as needed.

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Interim Assessment and FCAT 2.0

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

scores on the interim assessment and FCAT 2.0

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 As noted on the administration of the 2013 FCAT Reading Test, the English Language Learners did not make AMO.

G1.B2.S1 • Instruction should include the use of concept maps to build general knowledge of word meanings and relationships, context clues in recognizing synonyms to build general knowledge of word meanings and relationships, context clues in recognizing synonyms and antonyms, and to recognize examples and non-examples of word relationships. • Students will use CRISS reading strategies and PLORES will be implemented before, during, and after reading in reading and language arts as well as throughout the content areas.

Action Step 1

• Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar. • Utilizing the FCIM, the LLT along with the MTSS/RTI team will review students' monthly assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

• Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar. • Utilizing the FCIM, the LLT along with the MTSS/RTI team will review students' monthly assessment reports to monitor progress and adjust instruction as needed.

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

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

• Utilizing the FCIM, the LLT along with the MTSS/RTI team will review students' monthly assessment reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

? The Administration, Department Chairs, Curriculum Specialist and Reading Coach will help monitor the fidelity of the strategy.

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

? The effectiveness of this strategy will be seen through ongoing classroom assessments, classroom walkthroughs performed by administrations and support staff members, teacher to teacher classroom observations of effective strategies, and departmentalized and grade level data meetings including but not limited to best practices chats. The Data chats will encourage teachers to plan effective small group instruction based on the students' needs as noted on the Data collected. These meetings will be held quarterly to compare Data growth and expectations monthly to help teachers plan effectively

Person or Persons Responsible

? The effectiveness of this strategy will be seen through ongoing classroom assessments, classroom walkthroughs performed by administrations and support staff members, teacher to teacher classroom observations of effective strategies, and departmentalized and grade level data meetings including but not limited to best practices chats. The Data chats will encourage teachers to plan effective small group instruction based on the students' needs as noted on the Data collected. These meetings will be held quarterly to compare Data growth and expectations monthly to help teachers plan effectively

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

G1.B3 Reading Level 3 Students' level 3 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1- Multiple Meanings in Context, Vocabulary. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language.

G1.B3.S1 • Instruction should include the use of concept maps to build general knowledge of word meanings and relationships, context clues in recognizing synonyms and antonyms, and to recognize examples and non-examples of word relationships. • Instruction should also be focused on building skills in understanding connotative language as it relates to vocabulary and providing opportunities for students to practice returning to text verify answers.

Action Step 1

? The action steps that will be utilized in the classroom will be to provide pre-reading activities such as concept maps. Teachers will provide practice in determining the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Students will be provided with opportunities to practice returning to the text to verify answers.

Person or Persons Responsible

? The action steps that will be utilized in the classroom will be to provide pre-reading activities such as concept maps. Teachers will provide practice in determining the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Students will be provided with opportunities to practice returning to the text to verify answers.

Target Dates or Schedule

Everyday

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

Facilitator:

Study Island Agent

Participants:

? The action steps that will be utilized in the classroom will be to provide pre-reading activities such as concept maps. Teachers will provide practice in determining the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Students will be provided with opportunities to practice returning to the text to verify answers.

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

• Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar. • Utilizing the IFC, the LLT will schedule quarterly reviews of Interim Assessment Data along with monthly assessment data in order to monitor students' knowledge in the areas of Multiple Meanings in Context and to adjust instruction as needed.

Person or Persons Responsible

? The Multi-Tiered Support System Team, Curriculum Specialist and Reading Coach will help monitor the fidelity of the strategy.

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

? The effectiveness of this strategy will be seen through ongoing classroom assessments, classroom walkthroughs performed by administrations and support staff members, teacher to teacher classroom observations of effective strategies, and departmentalized and grade level data meetings including but not limited to best practices chats. The Data chats will encourage teachers to plan effective small group instruction based on the students' needs as noted on the Data collected. These meetings will be held quarterly to compare Data growth and expectations monthly to help teachers plan effectively. Students will utilize grade level text to support the lessons

Person or Persons Responsible

? The effectiveness of this strategy will be seen through ongoing classroom assessments, classroom walkthroughs performed by administrations and support staff members, teacher to teacher classroom observations of effective strategies, and departmentalized and grade level data meetings including but not limited to best practices chats. The Data chats will encourage teachers to plan effective small group instruction based on the students' needs as noted on the Data collected. These meetings will be held quarterly to compare Data growth and expectations monthly to help teachers plan effectively. Students will utilize grade level text to support the lessons

Target Dates or Schedule

Everyday

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

G1.B4 Reading Level 4 Students' level 4 or above performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2 Reading Application. Students' experienced difficulty in reading and comprehending literature and informational text at the high end of the complexity band independently and proficiently.

G1.B4.S1 ? Students will use CRISS reading strategies and Exemplar Lesson Strategies in Reading and content area classes by using but not limited to two column notes/tables, Cloze reading, sequence chain, one sentence summary, and Venn Diagrams. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Action Step 1

? The action steps that will be utilized in the classroom will be to opportunities for students to refer to details, examples, and quote accurately from a complex or grade level text explicitly when explaining an answer or drawing inferences.

Person or Persons Responsible

? The action steps that will be utilized in the classroom will be to opportunities for students to refer to details, examples, and quote accurately from a complex or grade level text explicitly when explaining an answer or drawing inferences.

Target Dates or Schedule

Everyday

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

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

? Students will use CRISS reading strategies and Exemplar Lesson Strategies in Reading and content area classes by using but not limited to two column notes/tables, Cloze reading, sequence chain, one sentence summary, and Venn Diagrams. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Person or Persons Responsible

? The Multi-Tiered Support System Team, Curriculum Specialist and Reading Coach will help monitor the fidelity of the strategy.

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

? The effectiveness of this strategy will be seen through ongoing classroom assessments, classroom walkthroughs performed by administrations and support staff members, teacher to teacher classroom observations of effective strategies, and departmentalized and grade level data meetings including but not limited to best practices chats. The Data chats will encourage teachers to plan effective small group instruction based on the students' needs as noted on the Data collected. These meetings will be held quarterly to compare Data growth and expectations and monthly to help teachers plan effectively. Students will be exposed to complex text including vocabulary and supportive lessons

Person or Persons Responsible

? The effectiveness of this strategy will be seen through ongoing classroom assessments, classroom walkthroughs performed by administrations and support staff members, teacher to teacher classroom observations of effective strategies, and departmentalized and grade level data meetings including but not limited to best practices chats. The Data chats will encourage teachers to plan effective small group instruction based on the students' needs as noted on the Data collected. These meetings will be held quarterly to compare Data growth and expectations and monthly to help teachers plan effectively. Students will be exposed to complex text including vocabulary and supportive lessons

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

G1.B5 The All Reading Learning Gains area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reading Applications.

G1.B5.S1 ? Students will utilizing research-based reading programs, such as Accelerated Reader, IReady, and Ticket to Read weekly and will be noted in the teachers' lessons plan book. Weekly Data will be used by teachers to record and utilize when planning effectively. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Action Step 1

he action steps that will be utilized in the classroom will be to provide instructional opportunities for students to work in small groups based on the needs of the students as seen on the weekly data collected

Person or Persons Responsible

The action steps that will be utilized in the classroom will be to provide instructional opportunities for students to work in small groups based on the needs of the students as seen on the weekly data collected

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

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

? Students will utilizing research-based reading programs, such as Accelerated Reader, IReady, and Ticket to Read weekly and will be noted in the teachers' lessons plan book. Weekly Data will be used by teachers to record and utilize when planning effectively. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Person or Persons Responsible

? The Administration, Multi-Tiered Support System Team, Curriculum Specialist, Grade Level Chairs and Reading Coach will help monitor the fidelity of the strategy.

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B5.S1

? The effectiveness of this strategy will be seen through Ongoing classroom assessments to modify small groups, Web-based program assessments, Grade level data chats, and Departmentalized best practices chats ? .Students will utilize grade level text to support the lessons

Person or Persons Responsible

? The effectiveness of this strategy will be seen through Ongoing classroom assessments to modify small groups, Web-based program assessments, Grade level data chats, and Departmentalized best practices chats ? .Students will utilize grade level text to support the lessons

Target Dates or Schedule

Weekly meetings

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

G1.B6 The Lowest 25% area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reading Applications.

G1.B6.S1 ? The students will utilize remedial research-based Web-Based reading program, Ticket to Read, which supports the supplemental reading program Voyager daily and will be recorded in the teachers' lesson plan book. Data will be provided for teachers to plan their small group instruction effectively. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Action Step 1

? The action steps that will be utilized in the classroom will be to provide instructional opportunities for students to work in small groups based on the needs of the students as seen on the weekly data collected.

Person or Persons Responsible

? The action steps that will be utilized in the classroom will be to provide instructional opportunities for students to work in small groups based on the needs of the students as seen on the weekly data collected.

Target Dates or Schedule

Everyday

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

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

? The students will utilize remedial research-based Web-Based reading program, Ticket to Read, which supports the supplemental reading program Voyager daily and will be recorded in the teachers' lesson plan book. Data will be provided for teachers to plan their small group instruction effectively. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Person or Persons Responsible

? The Administration, Curriculum Specialist, and Reading Coach will help monitor the fidelity of the strategy.

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B6.S1

? The effectiveness of this strategy will be seen through Ongoing classroom assessments to modify small groups, Classroom Walkthroughs, Grade level data chats, and Departmentalized best practices chats Students will utilize supplemental texts the support grade level text resources in small groups.

Person or Persons Responsible

? The effectiveness of this strategy will be seen through Ongoing classroom assessments to modify small groups, Classroom Walkthroughs, Grade level data chats, and Departmentalized best practices chats Students will utilize supplemental texts the support grade level text resources in small groups.

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

G1.B7 Cella Listening and Speaking students require additional opportunities in and outside of the classroom to speak in English.

G1.B7.S1 ? The strategies that will be used to address the listening barrier will be: (1)the Substitution, Expansion, Paraphrase, Repetition. (2) Teacher Led Groups

Action Step 1

? The action steps that will be utilized in the classroom will be to provide instructional opportunities for students to work in small groups based on the needs of the students as seen on the weekly data collected. Teachers elicits responses from students through effective questioning , graphic organizers and webbing.

Person or Persons Responsible

? The action steps that will be utilized in the classroom will be to provide instructional opportunities for students to work in small groups based on the needs of the students as seen on the weekly data collected. Teachers elicits responses from students through effective questioning , graphic organizers and webbing.

Target Dates or Schedule

Daily

Evidence of Completion

Cella Assessment 2014

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

? The strategies that will be used to address the listening barrier will be: (1)the Substitution, Expansion, Paraphrase, Repetition. (2) Teacher Led Groups

Person or Persons Responsible

? Administration, ESOL Chair Person, General Ed. Teacher will help monitor the fidelity of the strategy.

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Cella 2014

Plan to Monitor Effectiveness of G1.B7.S1

? The effectiveness of the strategy will be monitored by Adjusting instruction as needed. Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction

Person or Persons Responsible

? The effectiveness of the strategy will be monitored by the teacher Adjusting instruction as needed. Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction

Target Dates or Schedule

Weekly

Evidence of Completion

Cella 2014

G1.B8 Cella Reading Students require additional opportunities to read English.

G1.B8.S1 ? The strategies that will be used to address the Reading barrier will be: (1) Activating and/or Building Prior Knowledge (2) Teachers will also create Cooperative Learning.

Action Step 1

? The action steps that will be utilized are teachers must plan activities in their instruction to provide the relevant context and teachers will use visuals displays. Students will work together in small groups.

Person or Persons Responsible

? The action steps that will be utilized are teachers must plan activities in their instruction to provide the relevant context and teachers will use visuals displays. Students will work together in small groups.

Target Dates or Schedule

Daily

Evidence of Completion

Cella 2014

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

? The strategies that will be used to address the Reading barrier will be: (1) Activating and/or Building Prior Knowledge (2) Teachers will also create Cooperative Learning.

Person or Persons Responsible

? Administration, ESOL Chair Person, General Ed. Teacher will help monitor the fidelity of the strategy.

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Cella 2014

Plan to Monitor Effectiveness of G1.B8.S1

? The effectiveness of the strategy will be monitored by Adjusting instruction as needed. Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction.

Person or Persons Responsible

? The effectiveness of the strategy will be monitored by the teacher Adjusting instruction as needed. Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction.

Target Dates or Schedule

Daily

Evidence of Completion

Cella 2014

G1.B9 Cella Writing Students require additional opportunities to practice academic writing

G1.B9.S1 ? The strategies that will be used to address the Writing barrier will be: (1) Graphic Organizers (2) Reading Response Journal/Log.

Action Step 1

? The action steps that will be utilized are visuals aids that assist students and teachers in demonstrating relationships between words and concepts.

Person or Persons Responsible

? The action steps that will be utilized are visuals aids that assist students and teachers in demonstrating relationships between words and concepts.

Target Dates or Schedule

Daily

Evidence of Completion

Cella 2014

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

utilized are visuals aids that assist students and teachers in demonstrating relationships between words and concepts.

Person or Persons Responsible

? Administration, ESOL Chair Person, General Ed. Teacher will help monitor the fidelity of the strategy.

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Cella 2014

Plan to Monitor Effectiveness of G1.B9.S1

? The effectiveness of the strategy will be monitored by Adjusting instruction as needed. Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction.

Person or Persons Responsible

? The effectiveness of the strategy will be monitored by the teacher Adjusting instruction as needed. Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction.

Target Dates or Schedule

daily

Evidence of Completion

Cella 2014

G2. Our Writing goal for the 2013-2014 school year is to increase Writing proficiency from 61% to 65% having a 4% increase on the 2014 Writing FCAT.

G2.B1 • The area of needed improvement as noted on the 2013 administration of the FCAT Writing assessment for fourth grade was applying writing applications in a narrative essay.

G2.B1.S1 ? The students will use the linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solutions and endings in their language arts class.

Action Step 1

? Students will be encourages to write a narrative that includes a main idea and characters. School-wide monthly essay writing day where students will be given an essay prompt and will be timed accordingly to the Florida Writes exam will also be initiated. Teachers will plan, collaboratively, weekly writing workshops in which each teacher will emphasize on one specific category of the writing process, i.e. voice, conventions, etc. Students will visit each teacher on a rotation schedule where they will learn and practice the writing process.

Person or Persons Responsible

? Students will be encourages to write a narrative that includes a main idea and characters. School-wide monthly essay writing day where students will be given an essay prompt and will be timed accordingly to the Florida Writes exam will also be initiated. Teachers will plan, collaboratively, weekly writing workshops in which each teacher will emphasize on one specific category of the writing process, i.e. voice, conventions, etc. Students will visit each teacher on a rotation schedule where they will learn and practice the writing process.

Target Dates or Schedule

Daily and Monthly

Evidence of Completion

FCAT Writing 2.0

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

? Students will be encourages to write a narrative that includes a main idea and characters. School-wide monthly essay writing day where students will be given an essay prompt and will be timed accordingly to the Florida Writes exam will also be initiated. Teachers will plan, collaboratively, weekly writing workshops in which each teacher will emphasize on one specific category of the writing process, i.e. voice, conventions, etc. Students will visit each teacher on a rotation schedule where they will learn and practice the writing process.

Person or Persons Responsible

? The Administration, Department Chairs, Curriculum Specialist, Multi-Tiered Support

Target Dates or Schedule

Monthly

Evidence of Completion

2014 Writing FCAT

Plan to Monitor Effectiveness of G2.B1.S1

? The effectiveness of this strategy will be seen through ongoing classroom assessments, classroom walkthroughs performed by administrations and support staff members, teacher to teacher classroom observations of effective strategies, and departmentalized and grade level data meetings including but not limited to best practices chats. Teachers and support staff members will monitor student progress and compare scores from month to month writing assessments during Departmentalized Data chats.

Person or Persons Responsible

? The effectiveness of this strategy will be seen through ongoing classroom assessments, classroom walkthroughs performed by administrations and support staff members, teacher to teacher classroom observations of effective strategies, and departmentalized and grade level data meetings including but not limited to best practices chats. Teachers and support staff members will monitor student progress and compare scores from month to month writing assessments during Departmentalized Data chats.

Target Dates or Schedule

Daily

Evidence of Completion

Writing FCAT 2014

G2.B2 The area of needed improvement as noted on the 2013 administration of the FCAT Writing assessment for eighth grade was applying writing applications in a narrative essay.

G2.B2.S1 • During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events, and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

Action Step 1

• Students will participate in small group guided instruction along with peer editing and revision.

Person or Persons Responsible

Students and Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and classroom walk-throughs

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

• Following the IFC, monthly writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/RTI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

monthly

Evidence of Completion

Data of monthly writing prompts

Plan to Monitor Effectiveness of G2.B2.S1

Formative Assessments: Monthly Writing Prompts Summative Assessments: 2014 FCAT 2.0

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

monthly and yearly

Evidence of Completion

Data from monthly writing prompts and FCAT 2.0 Writing

G3. Our Mathematics goal for the 2013-2014 is to increase student proficiency in Mathematics from 67% to 70% having a 3% increase on the 2014 Mathematics FCAT 2.0.

G3.B1 Subgroup:As noted on the administration of the 2013 FCAT Test, the Black subgroup did not make AMO. The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten and Fractions. This deficiency is due to lack of project based activities which promote higher order thinking and problem solving.

G3.B1.S1 Promote mathematical problem solving skills in the areas of base ten and fractions. Provide timing to practice and apply learned concepts in real life situations.

Action Step 1

• Utilize SpringBoard and supplemental materials such as I Ready, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives consistently and with fidelity. This needs to be done both independently and in cooperative learning groups where cognitive process are used to arrive at answers and higher order thinking is visible. • Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems

Person or Persons Responsible

• Teachers and Students need to Utilize SpringBoard and supplemental materials such as I Ready, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives consistently and with fidelity. This needs to be done both independently and in cooperative learning groups where cognitive process are used to arrive at answers and higher order thinking is visible. • Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems

Target Dates or Schedule

Daily

Evidence of Completion

Formative: (1)Teachers will be required to provide documentation to show evidence of project based learning in the classroom that evokes students to think and apply higher order thinking to real world problems. Teachers may use student work, lesson plans, and artifacts from projects. (2) Technology generated reports from programs such as I Ready and FCAT Explorer. (3) Interim Assessments and Teacher selected assessments. Summative: 2014 FCAT 2.0

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

? Leadership and mentors team will monitor via lesson plans and classroom walk-throughs.

Person or Persons Responsible

? Leadership and mentors team will monitor via lesson plans and classroom walk-throughs.

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthrough Rubric

Plan to Monitor Effectiveness of G3.B1.S1

: Lesson Plans will be reviewed during classroom visitations, the team will focus on the use of project based learning and the use of technology in the classroom with I Ready and Promethean Boards. Lesson plans will also be shared and discussed in planning meetings. Teachers will actively participate in grade level meetings to obtain teacher feedback on effectiveness of manipulatives, projects, and technology.

Person or Persons Responsible

Leadership Team and Department Heads

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Classroom Walk through Rubric and Lesson Plans

G3.B2 Level 3:The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment for students level 3 are Number: Base Ten and Fractions. This deficiency is due to lack of project based activities which promote higher order thinking and problem solving.

G3.B2.S1 Promote mathematical problem solving skills in the areas of base ten and fractions. Provide timing to practice and apply learned concepts in real life situations.

Action Step 1

• Utilize SpringBoard and supplemental materials such as I Ready, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives consistently and with fidelity. This needs to be done both independently and in cooperative learning groups where cognitive process are used to arrive at answers and higher order thinking is visible. • Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Supplemental Reports, Interim Assessments and Math FCAT 2.0

Facilitator:

IReady Facilitator

Participants:

Teachers and Students

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

Promote mathematical problem solving skills in the areas of base ten and fractions. Provide timing to practice and apply learned concepts in real life situations.

Person or Persons Responsible

? Leadership and mentors team will monitor via lesson plans and classroom walk-throughs.

Target Dates or Schedule

Weekly

Evidence of Completion

Observations during walk-throughs

Plan to Monitor Effectiveness of G3.B2.S1

Lesson Plans will be reviewed during classroom visitations, the team will focus on the use of project based learning and the use of technology in the classroom with I Ready and Promethean Boards. Lesson plans will also be shared and discussed in planning meetings. Teachers will actively participate in grade level meetings to obtain teacher feedback on effectiveness of manipulatives, projects, and technology.

Person or Persons Responsible

Department Heads and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and Observations

G3.B3 Level 4:The area of deficiency as noted on the 2012-2013 FCAT 2.0 for Mathematics for students level 4 or above was content area Geometry and Measurement. The anticipated barrier to achieving proficiency is lack of project-based activities which promote higher order thinking and problem solving.

G3.B3.S1 ? Provide students with enrichment opportunities to extend their learning by incorporating open- ended moderate to high complexity task with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement. Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the area of geometry and measurement

Action Step 1

Utilize supplemental materials such as Carnegie Learning Online, Gizmos, and NCTM Illuminations to enrich curriculum. Utilize problem-solving activities to solve non-routine and open-ended real world problems. (Exemplary problem), After-school Math enrichment club, and utilize cooperative student teams and require that students explain to their peers in both verbal and written form.

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Supplemental Material Reports

Facilitator:

Carneige Agent

Participants:

Teachers and Students

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

Provide students with enrichment opportunities to extend their learning by incorporating open- ended moderate to high complexity task with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement. Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the area of geometry and measurement.

Person or Persons Responsible

? Fidelity shall be monitored by Leader ship Team, Administration and Department Chairs

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and Observations

Plan to Monitor Effectiveness of G3.B3.S1

Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs to ensure that the scope and sequence is being followed and that higher order thinking skills are being modeled. We will be conducting grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students. Also, teachers will adjust instructions as needed.

Person or Persons Responsible

Administration and Department Heads

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans and observations

G3.B4 Learning Gains:The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten an Fractions.

G3.B4.S1 Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations. Students should be able to show the application of complex thought in a variety of problems with different solutions.

Action Step 1

Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems. Technology should be used to reinforce these activities on a daily basis

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

projects, lesson plans and gradebook

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

utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems. Technology should be used to reinforce these activities on a daily basis

Person or Persons Responsible

Leadership and mentors team will monitor via lesson plans and classroom walk-throughs.

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans and walk-through observations

Plan to Monitor Effectiveness of G3.B4.S1

Lesson Plans will be reviewed during classroom visitations, the team will focus on the use of project based learning and the use of technology in the classroom with I Ready and Promethean Boards. Lesson plans will also be shared and discussed in planning meetings. Teachers will actively participate in grade level meetings to obtain teacher feedback on effectiveness of manipulatives, projects, and technology

Person or Persons Responsible

Department Heads and Administration

Target Dates or Schedule

weekly

Evidence of Completion

Lesson Plans and Observations

G3.B5 Lowest 25:The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment are Number: Base Ten and Fractions.

G3.B5.S1 Provide curriculum materials aligned to the Next Generation Standards. Utilize new basal that correlates with the standards. Interventions providing one hour tutoring sessions before and after school three times per week, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives

Action Step 1

Provide curriculum materials aligned to the Next Generation Standards. Utilize new basal that correlates with the standards. Interventions providing one hour tutoring sessions before and after school three times per week, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Supplemental Reports

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

Provide all students with more practice in the areas of adding, subtracting, multiplication, and division facts and drills. Students will utilize the following strategies: Cooperative Learning, Problem presentation, Note taking, Data analysis and interpretation, Real-time tutoring which provides immediate feedback.

Person or Persons Responsible

? Fidelity shall be monitored by Leader ship Team, Administration and Department Chairs.

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-Throughs and lesson plans

Plan to Monitor Effectiveness of G3.B5.S1

Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs to ensure that the scope and sequence is being followed and that higher order thinking skills are being modeled. We will be conducting grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students. Also, teachers will adjust instructions as needed.

Person or Persons Responsible

Administration and Department Heads

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk-throughs and lesson plans

G4. Our Algebra Goal for 2013-2014 school year is to maintain Algebra EOC proficiency from 100% to 100% in the Algebra 2014 EOC.

G4.B1 The area of deficiency as noted on the 2012-2013 Algebra 1 EOC for students level 3 was content area 2 – Polynomials. The anticipated barrier to achieving proficiency is a lack of practice in converting measures and rate.

G4.B1.S1 • Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts, and to completely factor polynomials.

Action Step 1

Utilize supplemental materials such as ALEKS Learning, Gizmos, and National Library of Virtual Manipulatives, provide concrete real world examples by infusing literacy into the mathematics instructional block, provide all students more practice in solving multi-step problems with several rate parameters, and provide all students with more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.

Person or Persons Responsible

Teacher and Students

Target Dates or Schedule

Every Day

Evidence of Completion

Intermin Assessments and Algebra EOC

Action Step 2

Utilize supplemental materials such as ALEKS Learning, Gizmos, and National Library of Virtual Manipulatives, provide concrete real world examples by infusing literacy into the mathematics instructional block, provide all students more practice in solving multi-step problems with several rate parameters, and provide all students with more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.

Person or Persons Responsible

Teacher and Students

Target Dates or Schedule

Every Day

Evidence of Completion

Intermin Assessments and Algebra EOC

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

• Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts, and to completely factor polynomials.

Person or Persons Responsible

Leader ship Team, Administration and Department Chairs.

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-throughs and Data from Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Lesson Plans which will be reviewed during classroom visitations and will be submitted weekly to department chairs to ensure that the scope and sequence is being followed and that higher order thinking skills are being modeled. We will be conducting grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students. Also, teachers will adjust instructions as needed.

Person or Persons Responsible

Department Heads and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Walk-through rubrics

G4.B2 The area of deficiency as noted on the 2013 administration of the ALGEBRA I EOC for students level 4 or above was content area 2 – Polynomials. The anticipated barrier is a lack of project-based activities which promote higher order thinking and problem solving.

G4.B2.S1 • Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts, and to completely factor polynomials.

Action Step 1

Utilize supplemental materials such as ALEKS Learning, Gizmos, and National Library of Virtual Manipulatives, provide concrete real world examples by infusing literacy into the mathematics instructional block, provide all students more practice in solving multi-step problems with several rate parameters, and provide all students with more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.

Person or Persons Responsible

Teacher and Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, gradebook, student work samples

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

Utilize supplemental materials such as ALEKS Learning, Gizmos, and National Library of Virtual Manipulatives, provide concrete real world examples by infusing literacy into the mathematics instructional block, provide all students more practice in solving multi-step problems with several rate parameters, and provide all students with more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.

Person or Persons Responsible

Department Heads and Leadership team

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, classroom walk-throughs and data from assessments

Plan to Monitor Effectiveness of G4.B2.S1

• Effectiveness shall be monitored by Lesson Plans which will be reviewed during classroom visitations and will be submitted weekly to department chairs to ensure that the scope and sequence is being followed and that higher order thinking skills are being modeled. We will be conducting grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students. Also, teachers will adjust instructions as needed.

Person or Persons Responsible

Leadership Team and Department Heads

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Classroom Walk-throughs, Data from assessments

G5. Our 5th Grade Science goal for the 2013-2014 is to increase proficiency in Science in fifth grade from 33% to 40% having a 7% increase on the 2014 Science FCAT.

G5.B1 The areas of deficiency as noted on the 2012 - 2013 administration of the Science FCAT 2.0 for level 3 students was Physical Science.

G5.B1.S1 Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Action Step 1

Participate in Science Fair, SECME, Fairchild Challenge and other Project Based Learning activities.

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Observations

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

Leadership team and Mentors will monitor via lesson plans and classroom walk-throughs.

Person or Persons Responsible

Leadership team and Mentors will monitor via lesson plans and classroom walk-throughs.

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and Walk- through observations

Plan to Monitor Effectiveness of G5.B1.S1

Lesson Plans will be reviewed during classroom visitations, the team will focus on the use of project based learning and he use of technology in the classroom with Discovery Learning, Brain POP, and Promethean Boards. Lesson plans will also be shared and discussed in planning meetings.

Person or Persons Responsible

Leadership Team and Department Heads

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and Walk-Through Rubric

G5.B2 The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 for level 4 and above students was Physical Science.

G5.B2.S1 Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards.

Action Step 1

Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Person or Persons Responsible

Teachers to Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and observations

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

Leadership team and Mentors will monitor via lesson plans and classroom walk-throughs.

Person or Persons Responsible

Leadership team and Mentors will monitor via lesson plans and classroom walk-throughs.

Target Dates or Schedule

weekly

Evidence of Completion

Lesson plans and walk-through rubric

Plan to Monitor Effectiveness of G5.B2.S1

Lesson Plans will be reviewed during classroom visitations, the team will focus on the use of project based learning and he use of technology in the classroom with Discovery Learning, Brain POP, and Promethean Boards. Lesson plans will also be shared and discussed in planning meetings.

Person or Persons Responsible

Department Heads and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and Walk-Through Observations

G6. Our 8th Grade Science goal for the 2013-2014 school year is to increase Science proficiency in eighth grade from 50% to 56% having a 6% increase on the 2014 Science FCAT 2.0.

G6.B1 The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Science Assessment for students level 3 is Physical Science.

G6.B1.S1 Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards.

Action Step 1

Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Classroom Walk-throughs

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

Lesson Plans and Classroom Walk-Throughs

Person or Persons Responsible

Leadership team and Mentors will monitor via lesson plans and classroom walk-throughs.

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and classroom walk throughs rubrics

Plan to Monitor Effectiveness of G6.B1.S1

Lesson Plans will be reviewed during classroom visitations, the team will focus on the use of project based learning and he use of technology in the classroom with Discovery Learning, Brain POP, and Promethean Boards. Lesson plans will also be shared and discussed in planning meetings.

Person or Persons Responsible

Department Heads and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and Classroom Walk-throughs

G6.B2 The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Science Assessment for students level 4 and above is Physical Science.

G6.B2.S1 Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards.

Action Step 1

Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Classroom Walk-throughs

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

Leadership team and Mentors will monitor via lesson plans and classroom walk-throughs.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans and classroom walk throughs rubric

Plan to Monitor Effectiveness of G6.B2.S1

Lesson Plans will be reviewed during classroom visitations, the team will focus on the use of project based learning and he use of technology in the classroom with Discovery Learning, Brain POP, and Promethean Boards. Lesson plans will also be shared and discussed in planning meetings.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans and classroom walk through rubric

G7. The STEM Goal for the 2013-2014 school year is to increase participation and experience.

G7.B1 • The main barrier to this area was the lack of time for students to utilize computers and laboratory experiences in a laboratory setting.

G7.B1.S1 ? Identify a room more conducive to laboratory experiences for science students. Increase the number of computer labs available in order to identify one dedicated to science teachers and students

Action Step 1

Provide opportunities for students to interact with global science issues via the internet, in order to communicate with scientists and other science students. Provide science related field trips. Provide academic electives in the areas of robotics and Future Cities.

Person or Persons Responsible

Teachers to Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and Classroom Observations

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

Increase the number of computer labs available in order to identify one dedicated to science teachers and students. Provide opportunities for students to interact with global science issues via the internet, in order to communicate with scientists and other science students. Provide science related field trips. Provide academic electives in the areas of robotics and Future Cities.

Person or Persons Responsible

? Fidelity will be monitored by the Administration and Department Head.

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and Classroom walk-throughs

Plan to Monitor Effectiveness of G7.B1.S1

? Effectiveness will be monitored by a science lab master calendar, Gizmo data, and student projects. Students will enter competitions to share and gain experiences.

Person or Persons Responsible

Department Heads

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Lesson Plans and Competitions

G8. Our CTE goal for the 2013-2014 is to increase student interest and participation in CTE.

G8.B1 Lack of student interest and teachers with proper instruction

G8.B1.S1 Prepare and test students for industry certifications through registered career-themed courses

Action Step 1

CTE teachers implement baseline, practice exams or monitoring activities throughout instruction.

Person or Persons Responsible

Teachers to Students

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans, Gradebook and observations

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

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms

Person or Persons Responsible

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-throughs, observation and rubric

Plan to Monitor Effectiveness of G8.B1.S1

Look at data from baseline tests and practice exams

Person or Persons Responsible

Department Heads and Administrations

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and Gradebook

G8.B1.S2 Promote CTE awareness to parents and students to gain enthusiasm to offer more class choices for upcoming years. Provide PD opportunities at school site for teachers to receive CTE training

Action Step 1

? Action Steps- • Engage students and parents to participate in CTE Month in Feb. 2014 • Invite professionals in CTE industry to Career Day in May 2014 • Expand Media Center Lab to have more computers for students to take more CTE courses

Person or Persons Responsible

Teachers, Students and Department Heads

Target Dates or Schedule

Daily

Evidence of Completion

Student participation and enrollment in the courses

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

Set up a committee of parents and teachers to help plan CTE Awareness month

Person or Persons Responsible

Teachers and Department Heads

Target Dates or Schedule

Yearly

Evidence of Completion

Success of CTE Month

Plan to Monitor Effectiveness of G8.B1.S2

Use student and parent surveys to evaluate the activities

Person or Persons Responsible

Teachers and Department Heads

Target Dates or Schedule

Quarterly

Evidence of Completion

Surveys and observations

G8.B2 There may not be enough classes for students to choose from

G8.B2.S1 Implement and propose new classes for students to take an interest in and want to enroll in.

Action Step 1

Ask students and parents what classes they would like to be offered and areas of interest they have, hold administrative meetings to decide which classes are a good fit for our school.

Person or Persons Responsible

Teachers and Department Heads

Target Dates or Schedule

Quarterly

Evidence of Completion

Master Schedule/Sign In Rosters

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

Look at baseline testing results and data

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline Assessment

Plan to Monitor Effectiveness of G8.B2.S1

Administration visits to classrooms to monitor teaching strategies

Person or Persons Responsible

Administration visits to classrooms to monitor teaching strategies

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-throughs

G9. Our Civics goal for the 2013-2014 school year is to continue increasing proficiency.

G9.B1 Text Complexity, High-Quality text dependent questions and tasks.

G9.B1.S1 Focus on academic and domain-specific vocabulary writing and research that analyze sources and deploy evidence. Provide classroom activities which help students develop and understanding of the content-specific vocabulary taught in government/civics.

Action Step 1

Implement Digital informational text digital text, online articles news clips documentary excerpts music and interviews. Institute regular, on-going common planning and monthly meeting sessions for Civic teachers to ensure that the civics curriculum is taught with fidelity and is paced so as to address all State and District benchmarks and curricular requirements. Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from assessments are utilize to shape instructions and address students weak areas of benchmark mastery. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Person or Persons Responsible

Teacher and Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Observations

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

Implement Digital informational text digital text, online articles news clips documentary excerpts music and interviews. Institute regular, on-going common planning and monthly meeting sessions for Civic teachers to ensure that the civics curriculum is taught with fidelity and is paced so as to address all State and District benchmarks and curricular requirements. Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from assessments are utilize to shape instructions and address students weak areas of benchmark mastery. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Person or Persons Responsible

Response to Intervention Team and Teacher

Target Dates or Schedule

Daily and Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G9.B1.S1

Ongoing classroom assessments, Classroom walk-throughs, Grade level data chats, Sharing with other departments, common planning with other departments. Adjust instruction as needed

Person or Persons Responsible

Department Heads and Adminstration

Target Dates or Schedule

Weekly

Evidence of Completion

Observations and Walk-through Rubrics

G9.B2 Evidence Based writing and research that analyze sources and deploy evidence

G9.B2.S1 Expose student to different website: Witness, infobase and loc.gov.Established a learner-centered environment increase student inquiry communications skills encourage student assessment of process and content of learning.

Action Step 1

Provide students with opportunities to discuss the values ,complexities, and dilemmas involved in social political and economic issues assist students in developing well-reasoned positions on issues. Provide opportunities for students to write to inform and to persuade. Provide opportunities for students to participate in project-based learning activities including curricular programs offered by the District "We the People" and Project Citizen. Ongoing assessment after each unit baseline and emphasizes problem solving and inquiry-based learning.

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and classroom observations

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

Expose student to different website: Witness, infobase and loc.gov.Established a learner-centered environment increase student inquiry communications skills encourage student assessment of process and content of learning.

Person or Persons Responsible

Response to Intervention Team and Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and Classroom Observations

Plan to Monitor Effectiveness of G9.B2.S1

Ongoing classroom assessments, Classroom walkthroughs, Grade level data chats, Sharing with other departments, common planning with other departments. Adjust instruction as needed.

Person or Persons Responsible

Department Heads and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Observations and lesson pland

G11. Our Early Warning Sign goal for the 2013-2014 is to increase student attendance, decrease tardies, increase awareness of student code of conduct, decrease students failing classes and increase proficiency in reading grade 3.

G11.B1 The students and parents are not familiarized with the Code of Student Conduct And our school's attendance policies and procedures.

G11.B1.S1 ? Educate our parents and students of the policies and procedures by conducting workshops. Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team.

Action Step 1

? ? A reward system will be established to recognize students for perfect attendance and outstanding citizenship.

Person or Persons Responsible

The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Report

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

? Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.

Person or Persons Responsible

? Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Minutes

Plan to Monitor Effectiveness of G11.B1.S1

? The leadership team will monitor the effectiveness of the strategies by checking attendance records and behavioral logs kept by the teacher.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Records and Behavioral Logs

G11.B2 Students that are not proficient in reading by third grade is due to school's attendance.

G11.B2.S1 ? Educate our parents and students of the attendance policies and procedures by conducting workshops. Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team.

Action Step 1

? The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. ? A reward system will be established to recognize students for perfect attendance and outstanding citizenship. ? Before and after school tutorials programs will be established to address students' areas of need.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

weekly

Evidence of Completion

Behavioral Referrals, Attendance logs and tutoring logs

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

? Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.

Person or Persons Responsible

MTSS/RTL Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Minutes

Plan to Monitor Effectiveness of G11.B2.S1

? The teams will monitor the effectiveness of the strategies by checking attendance records and behavioral logs kept by the teacher.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Behavioral logs and attendance records

G11.B3 Students are not familiar with the School's Code of Student Conduct.

G11.B3.S1 ? Educate students and parents of the School's Code of Student Conduct. Students who are deemed as developing a pattern of behavioral referrals will be referred to the MTSS/RTI team.

Action Step 1

? The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. ? A reward system will be established to recognize students for perfect attendance and outstanding citizenship. ? Before and after school tutorials programs will be established to address students' areas of need.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Behavioral referrals, attendance records, tutoring logs

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

? Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Minutes

Plan to Monitor Effectiveness of G11.B3.S1

? The teams will monitor the effectiveness of the strategies by checking behavioral logs kept by the teacher.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Behavioral logs and attendance records

G11.B4 Our school recognizes that students' academic development is correlated to student attendance

G11.B4.S1 In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students who failed a math course, students who failed an English language course, students who failed two or more courses in any subject, along with students who receive two or more behavioral referrals.

Action Step 1

? Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team ? The MTSS/RTI will monitor students who receive two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. ? Peer Mediation teams will be developed as means of assisting with conflict resolution ? Tutorials programs will be established to address students' areas of need. Participation in these programs will be closely monitored. The IFC will be utilized to monitor student progress. ? Students will be enrolled into course recovery classes.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Behavioral referrals, attendance records, tutoring log and recovery classes attendance

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

? Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.

Person or Persons Responsible

MTSS/RTI Tea,

Target Dates or Schedule

monthly

Evidence of Completion

meeting minutes

Plan to Monitor Effectiveness of G11.B4.S1

? The teams will monitor the effectiveness of the strategies by checking attendance records and behavioral logs kept by the teacher.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Behavioral log and attendance records

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
Somerset Academy Silver Palms provides services to ensure students, both elementary and secondary, requiring additional remediation are assisted through before school and after school tutoring, pull out intervention. The Reading Coach will develop, lead and evaluate the reading program; model instructional lessons, and conduct data chats with teachers. Other components that are integrated into the school wide program include an extensive Parental Program where parents are required to volunteer 30 hours per year at the school, Title I Chess program, as well as special support services to special needs populations.
Title I, Part C- Migrant
NA
Title I, Part D
Somerset Academy Silver Palms with the support of the Alternative Outreach program services coordinate with district to implement Drop-out Prevention programs.
Title II
NA
Title III
Somerset Academy Silver Palms will provide for its ELL population through services available through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners through the use of Achieve 3000, and through pull out intervention sessions.
Title VI, Part B - NA
Title X- Homeless
Somerset Academy Silver Palms' Community Involvement Specialist (CIS) will work with the assigned District Homeless Social Worker which can provide resources such as clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
Supplemental Academic Instruction (SAI)
Somerset Academy Silver Palms provides FCAT before school tutoring where all students participating in the FCAT receive instruction in math and reading. The school funds before and after school tutoring for all students in the school who wish to attend. Pull out intervention will be offered to students who scored in the lowest 25% in reading and math.
Violence Prevention Programs
Somerset Academy Silver Palms incorporates a Character Education Curriculum as well as offers a non-violence and anti-drug program to students that incorporate field trips, community services including the D.A.R.E. program in collaboration with Miami Dade Police, and counseling. The school also implements MDCPS's Policy Against Bullying and Harassment.
Nutrition Programs
1) Somerset Academy Silver Palms 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
NA
Adult Education
NA

Career and Technical Education
NA
Job Training
NA
Other
NA

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Our Reading goal for the 2013-2014 school year is to increase Reading Proficiency from 67% to 72% having a 5% increase on the 2014 Reading FCAT 2.0.

G1.B1 As noted on the administration of the 2013 FCAT Reading Test, the Students with Disabilities did not make AMO-2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2. Students' experienced difficulty when having to refer explicitly to the text when asking and answering questions was noted.

G1.B1.S1 • During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

PD Opportunity 1

Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar. • Utilizing the FCIM, the LLT along with the MTSS/RTI team will review students' monthly assessment reports to monitor progress and adjust instruction as needed.

Facilitator

Reading Plus Agent

Participants

Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar. • Utilizing the FCIM, the LLT along with the MTSS/RTI team will review students' monthly assessment reports to monitor progress and adjust instruction as needed.

Target Dates or Schedule

Monthly Assessments

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

G1.B3 Reading Level 3 Students' level 3 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1- Multiple Meanings in Context, Vocabulary. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language.

G1.B3.S1 • Instruction should include the use of concept maps to build general knowledge of word meanings and relationships, context clues in recognizing synonyms and antonyms, and to recognize examples and non-examples of word relationships. • Instruction should also be focused on building skills in understanding connotative language as it relates to vocabulary and providing opportunities for students to practice returning to text verify answers.

PD Opportunity 1

? The action steps that will be utilized in the classroom will be to provide pre-reading activities such as concept maps. Teachers will provide practice in determining the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Students will be provided with opportunities to practice returning to the text to verify answers.

Facilitator

Study Island Agent

Participants

? The action steps that will be utilized in the classroom will be to provide pre-reading activities such as concept maps. Teachers will provide practice in determining the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Students will be provided with opportunities to practice returning to the text to verify answers.

Target Dates or Schedule

Everyday

Evidence of Completion

Formative Assessment: District Interim Reports Summative Assessment: 2014 FCAT 2.0

G3. Our Mathematics goal for the 2013-2014 is to increase student proficiency in Mathematics from 67% to 70% having a 3% increase on the 2014 Mathematics FCAT 2.0.

G3.B2 Level 3:The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment for students level 3 are Number: Base Ten and Fractions. This deficiency is due to lack of project based activities which promote higher order thinking and problem solving.

G3.B2.S1 Promote mathematical problem solving skills in the areas of base ten and fractions. Provide timing to practice and apply learned concepts in real life situations.

PD Opportunity 1

• Utilize SpringBoard and supplemental materials such as I Ready, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives consistently and with fidelity. This needs to be done both independently and in cooperative learning groups where cognitive process are used to arrive at answers and higher order thinking is visible. • Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems

Facilitator

IReady Facilitator

Participants

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Supplemental Reports, Interim Assessments and Math FCAT 2.0

G3.B3 Level 4:The area of deficiency as noted on the 2012-2013 FCAT 2.0 for Mathematics for students level 4 or above was content area Geometry and Measurement. The anticipated barrier to achieving proficiency is lack of project-based activities which promote higher order thinking and problem solving.

G3.B3.S1 ? Provide students with enrichment opportunities to extend their learning by incorporating open- ended moderate to high complexity task with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement. Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the area of geometry and measurement

PD Opportunity 1

Utilize supplemental materials such as Carnegie Learning Online, Gizmos, and NCTM Illuminations to enrich curriculum. Utilize problem-solving activities to solve non-routine and open-ended real world problems. (Exemplary problem), After-school Math enrichment club, and utilize cooperative student teams and require that students explain to their peers in both verbal and written form.

Facilitator

Carneige Agent

Participants

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Supplemental Material Reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our Reading goal for the 2013-2014 school year is to increase Reading Proficiency from 67% to 72% having a 5% increase on the 2014 Reading FCAT 2.0.	$2,620
G3.	Our Mathematics goal for the 2013-2014 is to increase student proficiency in Mathematics from 67% to 70% having a 3% increase on the 2014 Mathematics FCAT 2.0.	$13,552
	Total	$16,172

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
Operating		$16,172	$16,172
Total		$16,172	$16,172

Budget Details

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

G1. Our Reading goal for the 2013-2014 school year is to increase Reading Proficiency from 67% to 72% having a 5% increase on the 2014 Reading FCAT 2.0.

G1.B1 As noted on the administration of the 2013 FCAT Reading Test, the Students with Disabilities did not make AMO-2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2. Students' experienced difficulty when having to refer explicitly to the text when asking and answering questions was noted.

G1.B1.S1 • During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

Action Step 1

Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar. • Utilizing the FCIM, the LLT along with the MTSS/RTI team will review students' monthly assessment reports to monitor progress and adjust instruction as needed.

Resource Type

Evidence-Based Program

Resource

Reading Plus

Funding Source

Operating

Amount Needed

$0

G1.B3 Reading Level 3 Students' level 3 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 1- Multiple Meanings in Context, Vocabulary. Students experienced difficulty in determining the meaning of words and phrases as used in a text and in distinguishing literal from non-literal language.

G1.B3.S1 • Instruction should include the use of concept maps to build general knowledge of word meanings and relationships, context clues in recognizing synonyms and antonyms, and to recognize examples and non-examples of word relationships. • Instruction should also be focused on building skills in understanding connotative language as it relates to vocabulary and providing opportunities for students to practice returning to text verify answers.

Action Step 1

? The action steps that will be utilized in the classroom will be to provide pre-reading activities such as concept maps. Teachers will provide practice in determining the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. Students will be provided with opportunities to practice returning to the text to verify answers.

Resource Type

Evidence-Based Program

Resource

Study Island

Funding Source

Operating

Amount Needed

$2,620

G3. Our Mathematics goal for the 2013-2014 is to increase student proficiency in Mathematics from 67% to 70% having a 3% increase on the 2014 Mathematics FCAT 2.0.

G3.B2 Level 3:The areas of deficiency as noted on the 2012 - 2013 administration of the FCAT 2.0 Mathematics Assessment for students level 3 are Number: Base Ten and Fractions. This deficiency is due to lack of project based activities which promote higher order thinking and problem solving.

G3.B2.S1 Promote mathematical problem solving skills in the areas of base ten and fractions. Provide timing to practice and apply learned concepts in real life situations.

Action Step 1

• Utilize SpringBoard and supplemental materials such as I Ready, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives consistently and with fidelity. This needs to be done both independently and in cooperative learning groups where cognitive process are used to arrive at answers and higher order thinking is visible. • Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems

Resource Type

Evidence-Based Program

Resource

IReady

Funding Source

Operating

Amount Needed

$4,000

G3.B3 Level 4:The area of deficiency as noted on the 2012-2013 FCAT 2.0 for Mathematics for students level 4 or above was content area Geometry and Measurement. The anticipated barrier to achieving proficiency is lack of project-based activities which promote higher order thinking and problem solving.

G3.B3.S1 ? Provide students with enrichment opportunities to extend their learning by incorporating open- ended moderate to high complexity task with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement. Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the area of geometry and measurement

Action Step 1

Utilize supplemental materials such as Carnegie Learning Online, Gizmos, and NCTM Illuminations to enrich curriculum. Utilize problem-solving activities to solve non-routine and open-ended real world problems. (Exemplary problem), After-school Math enrichment club, and utilize cooperative student teams and require that students explain to their peers in both verbal and written form.

Resource Type

Evidence-Based Program

Resource

Carneige

Funding Source

Operating

Amount Needed

$9,552