



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Ernest R. Graham K 8 Academy

7330 W 32ND AVE

Hialeah, FL 33018

305-825-2122

<http://erg.dadeschools.net>

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## School Demographics

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|  |                             |   |
|--|-----------------------------|---|
| <b>School Type</b><br>Combination School | <b>Title I</b><br>Yes       | <b>Free and Reduced Lunch Rate</b><br>86% |
| <b>Alternative/ESE Center</b><br>No      | <b>Charter School</b><br>No | <b>Minority Rate</b><br>98%               |

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## School Grades History

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|                     |                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>2013-14</b><br>A | <b>2012-13</b><br>A | <b>2011-12</b><br>A | <b>2010-11</b><br>A | <b>2009-10</b><br>A |
|---------------------|---------------------|---------------------|---------------------|---------------------|

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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Ernest R. Graham K 8 Academy

##### Principal

Mayra Alfaro

##### School Advisory Council chair

Jane Sawyer

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

| Name            | Title               |
|-----------------|---------------------|
| Mercy Abadie    | Assistant Principal |
| Karen Belusic   | Assistant Principal |
| Rosa Sanchez    | Reading Coach       |
| Andrew McKenzie | Math Coach          |

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

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

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The SAC positions include: 1 Principal, 1 Alternate Principal, 1 Union Steward, 5 Teachers, 1 Alternate Teacher, 1 Educational Support Person, 1 Alternate Educational Support Person, 5 Parents, 1 Alternate Parent, 1 Student, 1 Alternate Student and 3 Business/Community Representatives, .

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

Members of the SAC partake in the School Improvement Plan Writing Committee. Therefore, they collaboratively develop the framework with input from all stakeholders. The School Advisory Council monitors and approves all goals and initiatives included on the plan. The School Advisory Council is the sole body responsible for the final decision making at the school relating to the implementation of SIP goals and strategies. The school annual budget is also reviewed by the SAC bi-annually. Furthermore, the School Advisory Council reviews programs and concerns to provide support for the academic achievement of the student body and approves any adjustments necessary throughout the school year.

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

The School Advisory Council (SAC) has an important function for the success of Ernest R Graham K-8 Center. Below are some of the functions of the SAC for the upcoming school year:

- Meetings scheduled as needed
- Monitoring the implementation of the 2013-2014 School Improvement Plan
- Assist the school to create and analyze school climate surveys for parents and students
- Reach out to the community to increase parent involvement
- Increase Dade Partners participation in school activities

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

The School Advisory Committee has recommended the allocation of funds to purchase additional library books to enhance our Accelerated Reader Program (AR) and any other supplemental materials that teachers may request that will assist and promote the overall academic achievement of the student body. The SAC fully supports academic programs provided by the district office. All instruction will be aligned to the Common Core State Standards and will be in compliance with all district and school benchmarks. The School Advisory Council is the sole body responsible in the preparation of the school improvement plan and for the final decision making at the school relating to the implementation of SIP goals and strategies. The school annual budget is also reviewed by the SAC bi-annually. Furthermore, the School Advisory Council reviews programs and concerns to provide support for the academic achievement of the student body. Funds from the SAC will be requested to purchase library books and enhance the AR program.

There are \$7,121.00 dollars in the EESAC fund. Half of this amount (\$3,560.50) will be used to purchase supplemental materials and the other half (\$3,560.50) was allocated to purchase additional library books and enhance the Accelerated Reader Program.

**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**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

| <b>Mayra Alfaro</b>       |  |                            |
|---------------------------|--|----------------------------|
| Principal                 | Years as Administrator: 17   | Years at Current School: 8 |
| <b>Credentials</b>        | BA- Elementary Education, Florida International University;<br>Master of Science- Educational Leadership, Florida International University; Educational Leadership Certification- State of Florida   |                            |
| <b>Performance Record</b> | '13 '12 '11 '10 '09<br>School Grade A A A A A<br>High Sts. Rdg. 66 68 82 83 80<br>High Sts. Math 69 70 87 85 82<br>Lrng Gains-Rdg. 74 73 72 72 72<br>Lrng Gains-Math 76 68 75 66 66<br>Gains-Rdg-25% 77 73 68 61 66<br>Gains-Math-25% 73 69 70 61 64<br>2013 AMO Targets met: Reading- White subgroup<br>2013 AMO Targets met: Mathematics- Asian, Black, White, and Students with Disabilities (SWD) subgroups.<br>2012 AMO Targets met: Reading- Hispanic and English Language Learners Subgroups<br>2012 AMO Targets met: Mathematics- None |                            |

| <b>Karen Belusic</b>      |  |                             |
|---------------------------|--|-----------------------------|
| Asst Principal            | Years as Administrator: 13   | Years at Current School: 13 |
| <b>Credentials</b>        | BA- Elementary Education, University of Florida;<br>Master of Science - Elementary Education, University of Florida;<br>Educational Leadership Certification- State of Florida   |                             |
| <b>Performance Record</b> | '13 '12 '11 '10 '09<br>School Grade A A A A A<br>High Sts. Rdg. 66 68 82 83 80<br>High Sts. Math 69 70 87 85 82<br>Lrng Gains-Rdg. 74 73 72 72 72<br>Lrng Gains-Math 76 68 75 66 66<br>Gains-Rdg-25% 77 73 68 61 66<br>Gains-Math-25% 73 69 70 61 64<br>2013 AMO Targets met: Reading- White subgroup<br>2013 AMO Targets met: Mathematics- Asian, Black, White, and Students with Disabilities (SWD) subgroups.<br>2012 AMO Targets met: Reading- Hispanic and English Language Learners Subgroups<br>2012 AMO Targets met: Mathematics- None |                             |



**Mercy Abadie**

Asst Principal

Years as Administrator: 11

Years at Current School: 10

**Credentials**

BA- Elementary Education, Florida International University  
 Master of Science- TESOL, Nova Southeastern University;  
 Educational Leadership Certification- State of Florida

**Performance Record**

'13 '12 '11 '10 '09  
 School Grade A A A A A  
 High Sts. Rdg. 66 68 82 83 80  
 High Sts. Math 69 70 87 85 82  
 Lrng Gains-Rdg. 74 73 72 72 72  
 Lrng Gains-Math 76 68 75 66 66  
 Gains-Rdg-25% 77 73 68 61 66  
 Gains-Math-25% 73 69 70 61 64  
 2013 AMO Targets met: Reading- White subgroup  
 2013 AMO Targets met: Mathematics- Asian, Black, White, and  
 Students with Disabilities (SWD) subgroups.  
 2012 AMO Targets met: Reading- Hispanic and English Language  
 Learners Subgroups  
 2012 AMO Targets met: Mathematics- None

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

| <b>Rosa Sanchez</b>       |  |                             |
|---------------------------|--|-----------------------------|
| Full-time / School-based  | Years as Coach: 6  | Years at Current School: 22 |
| <b>Areas</b>              | Reading/Literacy   |                             |
| <b>Credentials</b>        | Elementary Education, Barry University; Master of Science- Reading, Nova Southeastern University; Professional Educator's: Elem. Ed. Reading K-12, Art   |                             |
| <b>Performance Record</b> | '13 '12 '11 '10 '09<br>School Grade A A A A A<br>High Sts. Rdg. 66 68 82 83 80<br>High Sts. Math 69 70 87 85 82<br>Lrng Gains-Rdg. 74 73 72 72 72<br>Lrng Gains-Math 76 68 75 66 66<br>Gains-Rdg-25% 77 73 68 61 66<br>Gains-Math-25% 73 69 70 61 64<br>2013 AMO Targets met: Reading- White subgroup<br>2013 AMO Targets met: Mathematics- Asian, Black, White, and Students with Disabilities (SWD) subgroups.<br>2012 AMO Targets met: Reading- Hispanic and English Language Learners Subgroups<br>2012 AMO Targets met: Mathematics- None |                             |

| <b>Andrew McKenzie</b>    |  |                             |
|---------------------------|--|-----------------------------|
| Full-time / School-based  | Years as Coach: 8  | Years at Current School: 22 |
| <b>Areas</b>              | Mathematics  |                             |
| <b>Credentials</b>        | Elementary Education, Florida International University; Professional Educator's: Elementary Ed. 1-6  |                             |
| <b>Performance Record</b> | '13 '12 '11 '10 '09<br>School Grade A A A A A<br>High Sts. Rdg. 66 68 82 83 80<br>High Sts. Math 69 70 87 85 82<br>Lrng Gains-Rdg. 74 73 72 72 72<br>Lrng Gains-Math 76 68 75 66 66<br>Gains-Rdg-25% 77 73 68 61 66<br>Gains-Math-25% 73 69 70 61 64<br>2013 AMO Targets met: Reading- White subgroup<br>2013 AMO Targets met: Mathematics- Asian, Black, White, and Students with Disabilities (SWD) subgroups.<br>2012 AMO Targets met: Reading- Hispanic and English Language Learners Subgroups<br>2012 AMO Targets met: Mathematics- None |                             |

**Classroom Teachers**

**# of classroom teachers**

75

**# receiving effective rating or higher**

100, 133%

**# Highly Qualified Teachers**

101%

**# certified in-field**

100, 133%

**# ESOL endorsed**

72, 96%

**# reading endorsed**

11, 15%

**# with advanced degrees**

42, 56%

**# National Board Certified**

1, 1%

**# first-year teachers**

3, 4%

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

6, 8%

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

44, 59%

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

47, 63%

**Education Paraprofessionals**

**# of paraprofessionals**

2

**# Highly Qualified**

0, 0%

**Teacher Recruitment and Retention Strategies**

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

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

The school principal, assistant principals, instructional coaches and Literacy Leadership Team Members are responsible for planning, implementing and monitoring:

1. Regular meetings of new teachers with principal and support staff
2. Partnering new teachers with mentor teachers
3. Recruit new teachers from local universities
4. Soliciting referrals from current employees
5. Offer Professional Development a needed

## 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

Ernest R Graham K-8 Center has implemented various programs to provide new teachers with the instructional tools needed to ensure student achievement. This plan is also utilized to assist low performing teachers that are identified by school administrators (according to a variety of data collected) as needing improvement. School administrators have established a Teacher Mentoring Program which pairs new teachers to the profession and teachers that need assistance with experienced and highly effective teachers. Through this partnership, the veteran teacher meets with the new teacher or any teacher in need of improvement on a weekly basis to ensure support is given through the creation of lesson plans, a classroom management plan, and the alignment of data and instruction. This partnership is created to foster collaboration between both teachers ensuring a smooth transition into the educational environment. Grade level planning is also implemented at the school site in grades K-8 monthly to facilitate teaching partnerships, encourage the exchange of ideas, and share best practices.

The school reading coach implements and oversees the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. The responsibilities of the reading coach include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data with all teachers. The math/science leader and technology teacher are also instrumental in providing professional development, aligning curricular needs with diagnostic and assessment data, and thereby ensuring that in-service training focuses aligned instructional strategies and practices.

The reading coach works to ensure high-fidelity implementation of reading instruction. The mentor level teachers will be utilized in each area of the professional development plan to help and support teachers. This will enable teachers to strengthen their teaching skills in reading and provide for the follow-up activities that extend the application of new knowledge to positively impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, the reading leader, and mentor level teachers will articulate and develop the plan for professional growth ensuring differentiation, as needed.

### 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 RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementations, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Grade Level Chairpersons): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach(es) Reading/Math/Science: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-5 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Student-Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school counselors will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The team meets once a month to engage in the following activities:

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

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), Florida Assessments for Instruction in Reading (FAIR) , Florida Comprehensive Assessment Test (FCAT), Baseline Assessment (Pre-Test)  
Progress Monitoring: PMRN, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation  
Midyear: Florida Assessments for Instruction in Reading (FAIR)  
End of year: FAIR, AIMS web, Baseline Assessment (Post-Test), FCAT  
Frequency of Data Days: once a month for data analysis

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

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "Rtl: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/Rtl" and "Rtl: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October.

The Rtl team will also evaluate additional staff PD needs during the monthly Rtl Leadership Team meetings.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program**Minutes added to school year:** 14,400

The student population at Ernest R Graham K-8 Center is offered continued assistance by way of supplemental programs throughout the school year. Students who need additional academic assistance are provided the opportunity to receive intensified small group instruction pull-out tutoring during the school day or after school tutoring in reading, mathematics and/or science.

**Tutoring programs**

Before/After School/ Saturday School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom and subject area teacher(s) on a weekly basis using the students' assessment data or Individual Educational Plan (IEP). The assessment data or IEP will be utilized when selecting the appropriate instructional support/intervention that is needed to meet the desired level of performance. Instructional materials and/or software utilized in tutorial programs are scientifically research-based and address the identified area(s) of need.

Tutorial services that address identified area(s) of need will be provided to students during the school day in the form of immediate intensive intervention (tier 3), as well as opportunities in before/after school programs. The assessment data or IEP will be utilized when selecting appropriate interventions. Ernest R Graham will use Voyager Passport, Journeys, Read Plus, Essentials of Reading, and Riverdeep for reading tutorials. In addition, scientifically researched-based instructional materials and software will be utilized for the mathematics and science tutorial programs implemented.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

The use of custom groups through Edusoft will allow the Literacy Leadership Team to analyze the ongoing process for Level 1, Level 2, AMO subgroups and students participating in tutorial programs. Data will be used to realign the instructional focus of tutorial programs. Furthermore, Ernest R Graham will continue to have high academic expectations to meet AMO requirements.

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

The RTi team

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

| <b>Name</b>        | <b>Title</b>                 |
|--------------------|------------------------------|
| Mayra Alfaro       | Principal                    |
| Karen Belusic      | Assistant Principal          |
| Mercy Abadie       | Assistant Principal          |
| Rosa Sanchez-Fluty | Reading Coach                |
| Mildred Valdes     | Reading and Writing Resource |
| Andrew McKenzie    | Math and Science Coach       |
| Yailen Julia       | Math Resource                |

| Name             | Title                                   |
|------------------|---|
| A'Shonda Bivens  | Grade Level Chairperson (Kindergarten)  |
| Rosa Hernandez   | Grade Level Chairperson (First Grade)   |
| Marilyn Bacallao | Grade Level Chairperson (Second Grade)  |
| Yvette Solano    | Grade Level Chairperson (Third Grade)   |
| Lovietta Wilson  | Grade Level Chairperson (Fourth Grade)  |
| Maria Pumar      | Grade Level Chairperson (Fifth Grade)   |
| Nery Mato        | Grade Level Chairperson (Sixth Grade)   |
| Veronica Verdugo | Grade Level Chairperson (Seventh Grade) |
| Raul Miro        | Grade Level Chairperson (Eighth Grade)  |

### How the school-based LLT functions

The Literacy Leadership Team will meet monthly to deliberate on curricular issues and common areas of concern in the areas of instructional delivery, student performance, classroom management, etc., as evidenced by administrators' and resource teachers' observations and student performance data. Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, recommending supplemental materials, monitoring teacher data, and conducting meetings with teachers to ensure that the Instructional Focus Calendar (IFC) is being utilized and implemented effectively. Resource personnel will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation. Furthermore, teachers who are struggling with the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. Resource teachers and grade levels will meet on a bi-weekly basis to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans and focus lessons will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery. The meetings will be facilitated by the department chairperson and/or curriculum designee assigned to the grade level. A teacher will be designated to record notes from the meeting and submit them to the administrative staff. Furthermore, the Literacy Leadership Team will ensure the effectiveness of all educational programs and strategies by analyzing results throughout the year.

### Major initiatives of the LLT

As a result of progress monitoring (class work assignments and assessment results) and classroom visits by members of the Leadership Literacy Team, students who consistently demonstrate academic difficulty will be monitored by the LLT and receive supplemental and intensive instruction/interventions. Students not making mastery will be offered tutorial assistance (before, after-school, or during the regular school day) from instructional coaches and personnel hired to provide tutorial services. Furthermore, students who scored in the lowest 25% on the 2013 FCAT (Reading and Math) will be monitored by the LLT to determine effectiveness of supplemental instruction. Strategies that are unsuccessful will be discontinued and replaced with alternate interventions. All personnel providing services to a student not making mastery will meet to discuss their documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed. These are the major initiatives of the LLT for the 2013-2014 school year.

## Every Teacher Contributes to Reading Instruction

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



Reading strategies will be implemented in all content areas. All teachers, regardless of subject area, will be given the opportunity to participate in professional development, which will be geared towards improving students reading skills. The Literacy Leadership Team will monitor the implementation of school-wide literacy strategies across the curriculum.

## 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**

Ernest R Graham K-8 Center has one Voluntary Pre-kindergarten (VPK) class. Staff in this class assists preschool children to make the transition into our elementary school program through the implementation of a Pre-School Transition Plan. Articulation meetings are held monthly between the pre-kindergarten teacher and the kindergarten teachers in order to ensure that academic goals are implemented. In addition, the teachers share information about Florida Kindergarten Readiness Screener (FLKRS), which is used to determine student readiness rates, and identify specific skills and knowledge needed so that pre-kindergarten students will receive exposure to these skills and be better prepared for kindergarten. This plan diminishes the low readiness rate factor for all students and increases their chances for success in kindergarten. In addition, the Early Growth Indicator Formal Assessment by Houghton Mifflin will be administered as a pre-test, mid-year, and post-test to measure phonological awareness and reading growth. Test results will be monitored and data will be compiled in order to plan instruction and interventions. The Sing and Share Kit will be used to assess the social/emotional development of each child. Moreover, instructional strategies like role playing and storytelling will be used to explore problems and solutions using auditory and visual learning modalities to promote successful social and emotional behaviors.

At the end of the school year, and again prior to the opening of school, our kindergarten teachers provide workshop for the parents of all new kindergarten students registered. During these sessions, teachers discuss grade level expectations and other pertinent information to ensure a smooth transition.

## 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               | 71%           | 66%           | No          | 74%           |
| American Indian            |               |               |             |               |
| Asian                      |               | 80%           |             |               |
| Black/African American     | 54%           | 45%           | No          | 58%           |
| Hispanic                   | 71%           | 66%           | No          | 74%           |
| White                      | 74%           | 78%           | Yes         | 77%           |
| English language learners  | 62%           | 54%           | No          | 66%           |
| Students with disabilities | 48%           | 29%           | No          | 53%           |
| Economically disadvantaged | 70%           | 63%           | No          | 73%           |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 264           | 28%           | 35%           |
| Students scoring at or above Achievement Level 4 | 335           | 36%           | 39%           |

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       |               | 74%           | 77%           |
| Students in lowest 25% making learning gains (FCAT 2.0) |               | 77%           | 79%           |

**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) | 292           | 51%           | 56%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | 169           | 30%           | 37%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | 140           | 25%           | 33%           |

**Postsecondary Readiness**

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

**Area 2: Writing**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 131           | 67%           | 70%           |
| 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               | 80%           | 69%           | No          | 82%           |
| American Indian            |               |               |             |               |
| Asian                      |               | 100%          |             |               |
| Black/African American     | 45%           | 45%           | Yes         | 50%           |
| Hispanic                   | 79%           | 69%           | No          | 81%           |
| White                      | 84%           | 89%           | Yes         | 86%           |
| English language learners  | 73%           | 64%           | No          | 76%           |
| Students with disabilities | 48%           | 38%           | Yes         | 54%           |
| Economically disadvantaged | 78%           | 67%           | No          | 80%           |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 297           | 32%           | 42%           |
| Students scoring at or above Achievement Level 4 | 339           | 36%           | 40%           |

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  |               | 76%           | 78%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) |               | 73%           | 76%           |

**Middle School Acceleration**

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

**Algebra I End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Geometry End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**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          | 63            | 26%           | 29%           |
| Students scoring at or above Achievement Level 4 | 87            | 36%           | 37%           |

**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          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Florida Alternate Assessment (FAA)**

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

**High School Science**

**Florida Alternate Assessment (FAA)**

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

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

**All Levels**

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 7             |               | 8           |
| Participation in STEM-related experiences provided for students  | 428           | 31%           | 35%         |

**Area 6: Career and Technical Education (CTE)**

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

**Area 8: Early Warning Systems**

**Elementary School Indicators**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time  | 77            | 5%            | 4%            |
| Students retained, pursuant to s. 1008.25, F.S.   | 40            | 3%            | 2%            |
| Students who are not proficient in reading by third grade   | 105           | 43%           | 39%           |
| Students who receive two or more behavior referrals   | 165           | 11%           | 10%           |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 5             | 0%            | 0%            |

**Middle School Indicators**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time   | 77            | 5%            | 4%            |
| Students who fail a mathematics course   | 2             | 1%            | 1%            |
| Students who fail an English Language Arts course  | 1             | 0%            | 0%            |
| Students who fail two or more courses in any subject   | 0             | 0%            | 0%            |
| Students who receive two or more behavior referrals  | 165           | 11%           | 10%           |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 5             | 0%            | 0%            |

**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**

see Parent Involvement Plan

**Specific Parental Involvement Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

## Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading, 66 percent of students at Ernest R Graham K-8 Center scored at Level 3 or above . Our goal on the 2014 FCAT 2.0 Reading is for 74 percent of students to score at Level 3 or above, an increase of 8 percentage points.
- G2.** On the 2013 FCAT 2.0 Writing, 67 percent of students at Ernest R Graham K-8 Center scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 70 percent of students to score at Level 3.5 or above, an increase of 3 percentage points.
- G3.** On the 2013 FCAT 2.0 Mathematics, 69 percent of students at Ernest R Graham K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 82 percent of students to score at Level 3 or above, an increase of 13 percentage points.
- G4.** Our goal for the 2013-2014 Middle School Math Acceleration is to increase achievement in high complexity problem solving as we incorporate Algebra I courses.
- G5.** Our goal for 2013-2014 Algebra 1 EOC is to Increase Student Achievement in Polynomials.
- G6.** Our goal for 2013-2014 Civics EOC is to Increase student achievement in Reporting Category: Organization and Function of Government.
- G7.** On the 2013 FCAT 2.0 Science, 62 percent of students at Ernest R Graham K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 66 percent of students to score at Level 3 or above, an increase of 4 percentage points.
- G8.** Our goal on the 2014 FCAT 2.0 Science is to increase student achievement in Life Science.
- G9.** Our goal for 2013-2014 STEM is to increase the percentage of students participating in STEM related experiences, such as full inquiry, project based learning and advanced academic programs from 31% to 35%.
- G10.** Our goal for 2013-2014 Career and Technical Education is to increase STEM learning opportunities for students using CTE curriculum.
- G11.** Instructors of CTE related courses will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.
- G12.** Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.

## Goals Detail



**G1.** On the 2013 FCAT 2.0 Reading, 66 percent of students at Ernest R Graham K-8 Center scored at Level 3 or above . Our goal on the 2014 FCAT 2.0 Reading is for 74 percent of students to score at Level 3 or above, an increase of 8 percentage points.

### **Targets Supported**

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

- Articles, brochures, fliers and other real-world documents.
- Reading Plus program
- Wordly Wise Supplemental Materials
- SuccessMaker

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

- On the 2013 FCAT 2.0 for Reading, 45% of Black, 66 % of Hispanic, 54% ELL, 29% SWD and 63% ED students scored at Level 3 or above. The target for 2014 is 55% (black), 74%(Hispanic), 66% (ELL), 53% (SWD) and 73%(ED) for students who exhibited difficulty with Category 4, Informational Text/Research Process. Students will have increased opportunities with informational text/research materials which will increase proficiency with informational text.
- On the 2013 FCAT 2.0 for Reading, 28 % of students scored at Level 3. The target for 2014 is 35%. Students in this group exhibited difficulty with Reporting Category 4, Informational Text/ Research Process. Student's will have ample exposure and explicit instruction extrapolating meaning from informational text which will increase reading proficiency.
- On the 2013 FCAT 2.0 for Reading, 36 % of students scored at Level 4 and 5. The target for 2014 is 39%. Students in this group exhibited difficulty with Reporting Category 4, Informational Text/Research Process. Student's will have ample exposure and explicit instruction extrapolating meaning from informational text which will increase reading proficiency.
- On the 2013 FCAT 2.0 for Reading, 77% of students in the lowest 25 percent achieved learning gains . The target for 2014 is for 79% of students in the lowest 25 percent to achieve learning gains. Students in these groups exhibited difficulty with Reporting Category 1, Vocabulary. Students will have increased opportunities to receive explicit vocabulary instruction and develop mature vocabulary.
- On the 2013 CELLA Listening/Speaking section, students scored at 51% proficiency. The target for 2014 is 56%. ELL students will be provided ample systematic opportunities to practice listening and speaking of the English language in a non-threatening environment.
- On the 2013 CELLA Reading section, students scored at 30% proficiency. The target for 2014 is 37%. ELL students demonstrated difficulty in reading comprehension and vocabulary of grade level text. ELL students will be provided with increased exposure and explicit vocabulary instruction and develop mature vocabulary.
- On the 2013 CELLA Writing section, students scored at 25% proficiency. The target for 2014 is 33%. Students require additional practice in the areas of elaboration with the use of precise vocabulary. ELL students will be provided with increased exposure and explicit vocabulary instruction and develop mature vocabulary.
- On the 2013 Reading FCAT 2.0, 74% of all students achieved learning gains. The target for 2014 is 77% for all students to achieved learning gains. Students in these groups exhibited difficulty with Reporting Category 1, Vocabulary. Students will have increased opportunities to receive explicit vocabulary instruction and develop mature vocabulary.

## Plan to Monitor Progress Toward the Goal

Classroom walkthroughs will be conducted to determine fidelity of strategies and student's work will be analyzed in order to adjust instruction. Review and monitor usage report of Reading Plus and SuccessMaker.

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

District Assessments, FAIR, Success Maker Cumulative Gains Report, Reading Plus Report

**G2.** On the 2013 FCAT 2.0 Writing, 67 percent of students at Ernest R Graham K-8 Center scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 70 percent of students to score at Level 3.5 or above, an increase of 3 percentage points.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Chuck Wagon Builds Language Skills software program
- mentoring texts
- thesaurus
- SuperStar Writer's supplemental
- Writing Coach

### Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Writing Test for students scoring 3.5 and above was focus, organization skills, elaboration and use of precise vocabulary.
- The area of deficiency as noted on the 2013 District Writing Pre-Test for 8th grade students scoring 3.5 and above was persuasive writing show a lack on focus, organization skills, elaboration, and use of precise vocabulary.

## Plan to Monitor Progress Toward the Goal

Classroom walkthroughs will take place to review and analyze student work to make necessary instructional adjustments.

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule:

monthly

### Evidence of Completion:

District Pre and Post Writing test and monthly writing student journals.

**G3.** On the 2013 FCAT 2.0 Mathematics, 69 percent of students at Ernest R Graham K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 82 percent of students to score at Level 3 or above, an increase of 13 percentage points.

### Targets Supported

#### Resources Available to Support the Goal

- Word Walls
- District Topic Assessments
- FLDOE Florida Achieves! Focus Resources
- NCTM's Illuminations and GIZMO's web site
- SuccessMaker

#### Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 for Mathematics, 69 % of Hispanic, 64% ELL, and 67% ED scored at Level 3 or above. The target for 2014 is 81%, 76% and 80% respectively. Students in each group exhibited difficulty with Reporting Category- Geometry and Measurement due to students having limited exposure to mathematical explorations to develop student understanding in the areas of geometry and measurement through the use of manipulatives.
- On the 2013 FCAT 2.0 for Mathematics, 32 % of students scored at Level 3. The target for 2013 is 42%. Students in grade 5 exhibited difficulty with Reporting Category- Number: Base Ten and Fractions. Students are showing a deficit in the area Fractional concepts which prevents them from becoming proficient.
- On the 2013 FCAT 2.0 for Mathematics,36% of students scored at Level 4 or above. The target for 2014 is 40%. Students in this group exhibited difficulty with Reporting Category- Geometry and Measurement due to students lack of solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.
- On the 2013 FCAT 2.0 for Mathematics,76% of students achieved learning gains. The target for 2014 is 78%. Students in grades 5-7 exhibited difficulty with Reporting Category- Geometry and Measurement due to students lack of solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.
- On the 2013 FCAT 2.0 for Mathematics,73% of students in the lowest 25 percent achieved learning gains. The target for 2014 is 76%. Students in grades 5-7 exhibited difficulty with Reporting Category- Geometry and Measurement due to students lack of solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

### Plan to Monitor Progress Toward the Goal

will review reports from District Interim Assessment and monthly Topic assessments

#### Person or Persons Responsible

MTSS/RTi team

#### Target Dates or Schedule:

quarterly

#### Evidence of Completion:

Edusoft reports from Interims will show mastery of benchmarks.

**G4.** Our goal for the 2013-2014 Middle School Math Acceleration is to increase achievement in high complexity problem solving as we incorporate Algebra I courses.

**Targets Supported**

**Resources Available to Support the Goal**

- Success Maker, FOCUS Florida Achieves, NCTM Illuminations, GIZMOs, Topic Assessments, Interim Assessments, Focus Calendar, Word Walls, Intervention Resources.

**Targeted Barriers to Achieving the Goal**

- Students lack of exposure and problem solving protocol strategies in order to interpret high complexity problems and persevere in solving them. Provide students various learning opportunities and adjust instruction appropriately to meet individual needs.

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G5.** Our goal for 2013-2014 Algebra 1 EOC is to Increase Student Achievement in Polynomials.

**Targets Supported**

- Algebra 1 EOC

**Resources Available to Support the Goal**

- District Topic Assessments
- Kan Academy web site
- Next Generation Florida Mathematics Standards Curriculum Algebra 1 EOC Everglades K-12 Publication supplement

**Targeted Barriers to Achieving the Goal**

- Edusoft results for the Algebra 1 EOC Baseline Test indicates that an area of difficulty was: Polynomials, including simplifying polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. Students would benefit from more learning experiences involving fluency and problem solving skills in the areas of simplifying polynomial and rational expressions and applying learned concepts in real-life situations.

### Plan to Monitor Progress Toward the Goal

Following the FCIM model, reports from District Interim Assessments and monthly Topic assessments will be reviewed and instruction will be adjusted if needed.

**Person or Persons Responsible**

MTSS/Rtl

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Students will increase mastery of benchmarks.

**G6.** Our goal for 2013-2014 Civics EOC is to Increase student achievement in Reporting Category: Organization and Function of Government.

**Targets Supported**

- Social Studies
- Civics EOC

**Resources Available to Support the Goal**

- Civics Curriculum
- District-published lesson plans
- Discovery Education

**Targeted Barriers to Achieving the Goal**

- An anticipated barrier is implementing a Civics program that qualified teachers can follow in order to address all State and District Benchmarks and curricular requirements.

### Plan to Monitor Progress Toward the Goal

Will be responsible for the monitoring of the implementation and fidelity of the identified strategies.

**Person or Persons Responsible**

MTSS/Rtl team and Reading Coach

**Target Dates or Schedule:**

Data debriefings will be held quarterly.

**Evidence of Completion:**

Chapter/Unit assessments Post test, District Interim Assessments, Civics EOC.

**G7.** On the 2013 FCAT 2.0 Science, 62 percent of students at Ernest R Graham K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 66 percent of students to score at Level 3 or above, an increase of 4 percentage points.

### **Targets Supported**

- Science
- Science - Elementary School
- Science - Middle School

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

- Quarterly Assessments
- Jump Start Science supplement
- Internet resources such as: Gizmos, FCAT Explorer, Discovery Science, Florida Achieves Focus
- Interactive Science Journals
- Power Writing Conclusions
- Science Coach

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

- There is limited evidence of effectively differentiating between experiments and investigations, as well as analyzing information to make inferences or predictions. As noted on the 2013 Science FCAT 2.0, students in grade 5 had most difficulty with The Nature of Science. Students performing at mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.
- On the 2013 FCAT 2.0 for Science, 36% of students scored at Level 4 or above. The target for 2014 is 37%. Students in grade 5 exhibited difficulty with Reporting Category- Physical Science due to students lack of ability to identify forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

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

Following the FCIM model, reports from District Science Interim Assessments will be reviewed and instruction will be adjusted if needed.

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

MTSS/Rtl Team

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

Quarterly data chats will be conducted during grade level meetings.

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

Students will increase mastery of benchmarks.

**G8. Our goal on the 2014 FCAT 2.0 Science is to increase student achievement in Life Science.**

**Targets Supported**

- Science - Middle School

**Resources Available to Support the Goal**

- Quarterly Assessments
- Internet resources such as: Florida Achieves Focus, Gizmos, FCAT Explorer, Discovery Science
- Interactive Science Journals
- Jump Start Science supplement
- Science Coach
- Science Builder

**Targeted Barriers to Achieving the Goal**

- Edusoft results for the eighth grade Science Baseline test indicates that an area of difficulty was: Life Science. Students would benefit from more learning experiences involving identifying the functions of the human body systems, classifying organisms, identifying ways genetic variation contributes to the scientific theory of evolution, determining probabilities for genotypic and phenotypic combinations, and distinguishing relationships among organisms in a food web.
- Edusoft results for the eighth grade Science Baseline test indicates that an area of difficulty was: The Nature of Science. Students performing at the mastery level of this reporting category will benefit from more learning experiences involving identifying the test and outcome variables, differentiating experiments and investigations, analyzing information to make inferences or predictions, differentiating replication and repetition, and distinguishing between theories and laws.

**Plan to Monitor Progress Toward the Goal**

Following the FCIM model, reports from District Interim Assessments will be reviewed and instruction will be adjusted if needed.

**Person or Persons Responsible**

MTSS/Rtl Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Students will increase mastery of benchmarks.

**G9.** Our goal for 2013-2014 STEM is to increase the percentage of students participating in STEM related experiences, such as full inquiry, project based learning and advanced academic programs from 31% to 35%.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Regional Science and Engineering Fair
- School Science and Engineering Fair
- Project Based Learning
- Advanced Academic Programs
- Cambridge International Program
- Quarterly Assessments

**Targeted Barriers to Achieving the Goal**

- After analyzing current practices and data it was determined that only 31% of the students were participating in STEM related experiences.

**Plan to Monitor Progress Toward the Goal**

Following the FCIM model, reports from District Interim Assessments and quarterly assessments will be reviewed and instruction will be adjusted if needed.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Students will increase mastery of benchmarks.



**G10.** Our goal for 2013-2014 Career and Technical Education is to increase STEM learning opportunities for students using CTE curriculum.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Discovery Science
- District CTE Curriculum
- Edusoft

**Targeted Barriers to Achieving the Goal**

- After analyzing current practices and data, it was determined that STEM instruction is not enhanced within CTE instruction.
- CTE teachers have limited knowledge on how to incorporate Common Core State Standards.
- Few opportunities for advanced level STEM learning activities.
- Limited access to technology after school hours.

**Plan to Monitor Progress Toward the Goal**

Following the FCIM model, reports from District Interim Assessments will be reviewed and instruction will be adjusted if needed.

**Person or Persons Responsible**

MTSS/Rtl Team

**Target Dates or Schedule:**

Quarterly data chats will be conducted during grade level meetings.

**Evidence of Completion:**

Students will increase mastery of science and mathematics benchmarks.

**G11.** Instructors of CTE related courses will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Common Core Reading Standards for Literacy
- District CTE Curriculum
- Edusoft

**Targeted Barriers to Achieving the Goal**

- After analyzing current practices and data, it was determined that Common Core Reading Standards for Literacy were not incorporated into CTE content area.
- CTE teachers have limited knowledge on how to incorporate Common Core State Standards.

## Plan to Monitor Progress Toward the Goal

Following the FCIM model, reports from District Interim Assessments will be reviewed and instruction will be adjusted if needed.

### Person or Persons Responsible

MTSS/Rtl Team

### Target Dates or Schedule:

Quarterly data chats will be conducted during grade level meetings.

### Evidence of Completion:

Students will increase mastery of assessed benchmarks.

**G12.** Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.

### Targets Supported

- EWS - Elementary School
- EWS - Middle School

### Resources Available to Support the Goal

- Connect Ed Messaging System
- Technology
- Counselors
- Community Involvement Specialist
- Monthly news letter

### Targeted Barriers to Achieving the Goal

- Based on 2012-2013 data, 5% of students missed more than 10% of available instructional time.
- Based on 2012-2013 data, 11% of students received more than two behavioral referrals.
- Based on 2012-2013 data, 3% of students were retained and 43% of third graders were not proficient in reading.
- Based on 2012-2013 data, 1% (2) of students (Grades 6-8) failed a math course due to lack of proficiency in mathematical skills.
- Based on 2012-2013 data, less than 1% (1) student (Grades 6-8) failed an English Language Arts Course due to lack of proficiency in Literacy skills.

## Plan to Monitor Progress Toward the Goal

Review assessment reports to monitor student progress and adjust instruction as needed.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

FAIR reports, Classroom assessments, Interim Assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** On the 2013 FCAT 2.0 Reading, 66 percent of students at Ernest R Graham K-8 Center scored at Level 3 or above . Our goal on the 2014 FCAT 2.0 Reading is for 74 percent of students to score at Level 3 or above, an increase of 8 percentage points.

**G1.B1** On the 2013 FCAT 2.0 for Reading, 45% of Black, 66 % of Hispanic, 54% ELL, 29% SWD and 63% ED students scored at Level 3 or above. The target for 2014 is 55% (black), 74%(Hispanic), 66% (ELL), 53% (SWD) and 73%(ED) for students who exhibited difficulty with Category 4, Informational Text/Research Process. Students will have increased opportunities with informational text/research materials which will increase proficiency with informational text.

**G1.B1.S1** For Category 4, Informational Text/Research Process students will practice locating and verifying details using real-world documents, such as, how to articles, brochures and websites. Additionally instruction will be focused on citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Action Step 1

Provide explicit instruction using strategies such as text feature charts and note-taking skills will assist students and help building stronger arguments to support their answers. Instruct students to use information gained from illustrations and the words in a text to demonstrate understanding of the text. Explicit instruction using strategies such as modeling, think aloud, activating prior knowledge and visuals will assist students and help building stronger arguments to support their answers. In addition students will use the SuccessMaker and Reading Plus program.

#### Person or Persons Responsible

teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

FAIR, Baseline Assessments, Interim Assessments, Classroom assessments

#### Facilitator:

Reading Coaches

#### Participants:

teachers

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

Classroom walkthroughs will be conducted in order to determine fidelity of strategies and instructional methods. Student classwork will be reviewed in order to make the necessary instructional adjustments. Using FCIM model, conduct data chats.

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

LLT

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

Bi-weekly

#### **Evidence of Completion**

FAIR, Baseline Assessments, Interim Assessments, Success Maker and Reading Plus Reports

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

Following the FCIM model, review reports from District Baseline and Interim Assessments along with student's work to make instructional adjustments

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

LLT

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

Quarterly

#### **Evidence of Completion**

FAIR, Baseline Assessments, Interim Assessments, Summative: 2014 FCAT Assessment

**G1.B2** On the 2013 FCAT 2.0 for Reading, 28 % of students scored at Level 3. The target for 2014 is 35%. Students in this group exhibited difficulty with Reporting Category 4, Informational Text/Research Process. Student's will have ample exposure and explicit instruction extrapolating meaning from informational text which will increase reading proficiency.

**G1.B2.S1** Rigorous Instruction to increase the ability to read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently must take place on a regular basis. Guided discussions on ask and answer questions referring explicitly to the text as the basis for the answers with emphasis on identifying author's purpose and author's perspective should be taught/modeled to be recognized in text.

### **Action Step 1**

Explicit instruction locating and verifying details using real-world documents, such as, how to articles, brochures and websites using text features to locate interpret and organize information. Instruction focusing on making connections between the text of a story or information presented should contribute to text understanding. Students will expand the use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Students will receive instruction on how to identify the characteristics of reliable and valid information with supporting facts within and across texts

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

teachers

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

on-going

#### **Evidence of Completion**

District Interim Assessments, Summative Assessment: 2014 FCAT 2.0, Mini-classroom assessments

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

Classroom walkthroughs to review student classwork and assessments as well as monitor the effectiveness and fidelity of the strategies. Using FCIM model, conduct data chats.

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

LLT

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

bi-weekly

#### **Evidence of Completion**

District Interim Assessments, Summative Assessment: 2014 FCAT 2.0, FAIR. Summative: 2014 FCAT Assessment.

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

Following the FCIM model, review District Interim Assessments, FAIR data to conduct Data Chat meetings in order to adjust instruction as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

quarterly

### Evidence of Completion

District Interim Assessments, Summative Assessment: 2014 FCAT 2.0, FAIR.

**G1.B3** On the 2013 FCAT 2.0 for Reading, 36 % of students scored at Level 4 and 5. The target for 2014 is 39%. Students in this group exhibited difficulty with Reporting Category 4, Informational Text/Research Process. Student's will have ample exposure and explicit instruction extrapolating meaning from informational text which will increase reading proficiency.

**G1.B3.S1** Instruct students to identify and interpret elements of story structure within and across texts. Provide practice so students can understand character development and character point of view. Use biographies, diary entries and poetry to practice identifying and interpreting elements of story structure within and across texts. Increase usage of educational technology such as the Accelerated Reader program to improve student achievement.

### Action Step 1

Explicit instruction to increase the ability to read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently must take place on a regular basis. Provide a variety of opportunities for students to refer to the text and draw conclusions from text to support their answers. Furthermore, instructional strategies such as, two column note, cause/effect chain and Venn diagrams should be included daily during instructional time.

### Person or Persons Responsible

teachers

### Target Dates or Schedule

on-going

### Evidence of Completion

Mini classroom assessments, District Interim, Accelerated Reader Usage Report.

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

Classroom walkthroughs to monitor student progress reviewing mini classroom assessment data and program fidelity to adjust instruction. Using FCIM model, conduct data chats.

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

LLT

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

bi-weekly

#### **Evidence of Completion**

Mini-classroom assessments, District Interim data, Accelerated Reader Reports.

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

Following the FCIM model, classroom walkthroughs will be conducted in order to determine fidelity of strategies. Analyze student work to make the necessary instructional adjustments.

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

LLT

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

quarterly

#### **Evidence of Completion**

FAIR, Interim Assessment data, Accelerated Reader Reports, STAR Reading Test, Summative: 2014 FCAT Assessment



**G1.B4** On the 2013 FCAT 2.0 for Reading, 77% of students in the lowest 25 percent achieved learning gains . The target for 2014 is for 79% of students in the lowest 25 percent to achieve learning gains. Students in these groups exhibited difficulty with Reporting Category 1, Vocabulary. Students will have increased opportunities to receive explicit vocabulary instruction and develop mature vocabulary.

**G1.B4.S1** Instruction will be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. instruction in different levels of content-specific words (shades of meaning); and instruction in differences in meaning due to context. In addition, Wordly Wise and Vocabulary Workshop supplemental materials will support and enhance instruction in the area of vocabulary.

### **Action Step 1**

Instruction using context clues to determine the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. Instructional aids such as, word walls, understanding context clues charts, and multiple meaning charts. In addition, Wordly Wise supplemental materials will support and enhance instruction in the area of vocabulary. Students develop and maintain a response journal. EESAC funds will be allocated to purchase supplemental materials.

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

teachers

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

on-going

#### **Evidence of Completion**

FAIR, Interim Assessment Data,

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

Using FCIM model, conduct classroom walkthroughs to analyze student work and monitor fidelity of strategies. Instructional adjustments to accommodate student progress will be discussed at Data Chat meetings.

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

LLT

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

bi-weekly

#### **Evidence of Completion**

FAIR, District Assessments

## Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, monitor program fidelity and analyze student work and journals. Conduct classroom walkthroughs.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

quarterly

### Evidence of Completion

FAIR, District Interim Assessments, Summative: 2014 FCAT Assessment

**G1.B5** On the 2013 CELLA Listening/Speaking section, students scored at 51% proficiency. The target for 2014 is 56%. ELL students will be provided ample systematic opportunities to practice listening and speaking of the English language in a non-threatening environment.

**G1.B5.S1** Provide opportunities for students to participate in Language Experience Approach (LEA), Total Physical Response (TPR), and Simple Direct Language strategies during teacher led groups

### Action Step 1

Provide explicit instruction using Language Experience Approach (LEA), Total Physical Response (TPR), Simple Direct Language strategies and Reader's Theatre to expand speaking skills and increase listening comprehension. ?

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

ongoing

### Evidence of Completion

Authentic student work samples, Classroom assessments, District Interim assessments, Results of the 2014 CELLA

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

The LLT and LEP committee team will monitor fidelity, progress and effectiveness by reviewing formative assessment data to ensure progress occurs and intervention is adjusted as needed. Using FCIM model, conduct data chats.

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

LLT and LEP committee

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

Quarterly

#### **Evidence of Completion**

District Interim assessments and Results of the 2014 CELLA

### **Plan to Monitor Effectiveness of G1.B5.S1**

Following the FCIM model, conduct classroom walkthroughs in order to determine effectiveness of the ELL strategies.

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

LLT and LEP committee

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

quarterly

#### **Evidence of Completion**

District Assessments and Results of 2014 CELLA. Summative: 2014 FCAT Assessment.

**G1.B6** On the 2013 CELLA Reading section, students scored at 30% proficiency. The target for 2014 is 37%. ELL students demonstrated difficulty in reading comprehension and vocabulary of grade level text. ELL students will be provided with increased exposure and explicit vocabulary instruction and develop mature vocabulary.

**G1.B6.S1** For the Reading category of CELLA, students will be provided differentiated instruction in order to address individual student needs along with Reciprocal Teaching and Question-Answer-Relationship(QAR) strategies. Technology programs such as Successmaker Reading and Reading Plus will also be infused to develop students' vocabulary development and fluency.

### **Action Step 1**

Provide students with differentiated instruction in order to address individual student needs along with Reciprocal Teaching and Question-Answer-Relationship(QAR) strategies. Increase usage of programs such as Successmaker Reading and Reading Plus.

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

Teachers

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

ongoing

#### **Evidence of Completion**

Results of 2014 CELLA

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

Conduct classroom walkthroughs reviewing instructional strategies and student work samples. Using FCIM model, conduct data chats.

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

LLT and LEP committee

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

quarterly

#### **Evidence of Completion**

District Assessments and Result of 2014 CELLA

## Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, during data chat meetings the LLT and LEP committee will monitor fidelity, progress and effectiveness by reviewing formative assessment data to ensure progress occurs and intervention is adjusted as needed.

### Person or Persons Responsible

LLT and LEP committee

### Target Dates or Schedule

quarterly

### Evidence of Completion

District assessments and Results of 2014 CELLA. Summative: 2014 FCAT Assessment.

**G1.B7** On the 2013 CELLA Writing section, students scored at 25% proficiency. The target for 2014 is 33%. Students require additional practice in the areas of elaboration with the use of precise vocabulary. ELL students will be provided with increased exposure and explicit vocabulary instruction and develop mature vocabulary.

**G1.B7.S1** Explicit instruction modeling the writing process incorporating graphic organizers, mentoring texts and mini-lessons to enhance elaboration and the use of precise vocabulary in student writing.

### Action Step 1

Teachers will model the writing process incorporating graphic organizers, mentoring texts and mini-lessons to enhance elaboration and the use of precise vocabulary in student writing.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

ongoing

### Evidence of Completion

District Assessments and Results of 2014 CELLA

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

The LLT will conduct classroom walkthroughs during instruction in order to observe teachers modeling the writing process and will analyze student writing samples to monitor progress. Using FCIM model, conduct data chats.

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

LLT and LEP committee

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

quarterly

#### **Evidence of Completion**

District assessments and Results of 2014 CELLA

### **Plan to Monitor Effectiveness of G1.B7.S1**

Following the FCIM model, the LLT will review student writing responses in order to monitor progress and adjust instruction in the areas of elaboration and vocabulary. ?

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

LLT and LEP committee

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

quarterly

#### **Evidence of Completion**

District assessments and Results of 2014 CELLA. Summative: 2014 FCAT Assessment.

**G1.B8** On the 2013 Reading FCAT 2.0, 74% of all students achieved learning gains. The target for 2014 is 77% for all students to achieved learning gains. Students in these groups exhibited difficulty with Reporting Category 1, Vocabulary. Students will have increased opportunities to receive explicit vocabulary instruction and develop mature vocabulary.

**G1.B8.S1** Instruction will be provided on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words, instruction in different levels of content specific words, and instruction in differences in meaning due to context. Supplemental materials such as Wordly Wise and Vocabulary Workshop will support and enhance individualized instruction.

### **Action Step 1**

Instruction using context clues to determine meaning of words. Incorporation of instructional aids such as journals, word walls and charts. Use of supplemental materials.

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

teachers

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

on-going

#### **Evidence of Completion**

FAIR, Interim Assessments Data

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

Classroom walkthroughs to analyze to monitor fidelity of the strategies. Data chat meetings.

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

LLT

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

bi-weekly

#### **Evidence of Completion**

FAIR, District Assessments, 2014 FCAT 2.0

## Plan to Monitor Effectiveness of G1.B8.S1

Monitor program fidelity and analyze student work and journals. Following the FCIM, conduct classroom walkthroughs and data chats.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

quarterly

### Evidence of Completion

FAIR, District Interim Assessment, 2014 FCAT 2.0

**G2.** On the 2013 FCAT 2.0 Writing, 67 percent of students at Ernest R Graham K-8 Center scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 70 percent of students to score at Level 3.5 or above, an increase of 3 percentage points.

**G2.B1** The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Writing Test for students scoring 3.5 and above was focus, organization skills, elaboration and use of precise vocabulary.

**G2.B1.S1** Fourth grade students will have additional instructions to focus on the topic, organize details, and use precise vocabulary. During writing instruction students will use a graphic organizer to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts) to develop focus and elaboration.

### Action Step 1

During writing instruction students will use a graphic organizer to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts) to develop focus and elaboration.

### Person or Persons Responsible

classroom teachers

### Target Dates or Schedule

on-going

### Evidence of Completion

District Writing Pre-Test results and reviewing classroom response journals.



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

Administration along with the Reading /Writing Coach will be responsible for the monitoring of the implementation of the identified strategies. Using the FCIM model, conduct data chats.

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

LLT

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

monthly

#### **Evidence of Completion**

LLT will analyze the progress between the District Writing Pretest Prompt and District Mid-Year Writing Prompt. In class assignments and monthly writing journals will be reviewed and analyzed for necessary adjustments to instruction.

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

Following the FCIM model, during data debriefing meetings LLT will review and analyze reports from District Writing Assessments and classroom monthly prompts in order to adjust instruction.

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

LLT

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

monthly

#### **Evidence of Completion**

LLT will analyze and review the progress between the District Writing Pretest Prompt and District Mid-Year Writing Prompt. In class assignments and monthly writing journals will be used to make necessary adjustments to instruction. Summative: 2014 FCAT Assessment.

**G2.B2** The area of deficiency as noted on the 2013 District Writing Pre-Test for 8th grade students scoring 3.5 and above was persuasive writing show a lack on focus, organization skills, elaboration, and use of precise vocabulary.

**G2.B2.S1** Students will use a graphic organizer that will support their persuasive strategies with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts) to develop focus and elaboration.

### **Action Step 1**

Explicit instructions using apply transitional words/phrases appropriate to the genre to organize, and sequence ideas to provide fluency in persuasive writing. Students will use examples to support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text.

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

Teachers

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

on-going

#### **Evidence of Completion**

District pre/post writing test and student writing journals.

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

LLT will conduct classroom walkthroughs to ensure that teachers are implementing instruction with fidelity and review student writing journals to monitor progress. Using FCIM model, conduct data chats.

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

LLT

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

monthly

#### **Evidence of Completion**

District Pre/Post writing test and student writing journals.

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

Following the FCIM model, the LLT will analyze the progress between the District Writing Pretest Prompt and District Mid-Year Writing Prompt. In class assignments and monthly writing journals will be reviewed and analyzed for necessary adjustments to instruction.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

monthly

### Evidence of Completion

District pre/post writing test and student writing journals. Summative: 2014 FCAT Assessment.

**G3.** On the 2013 FCAT 2.0 Mathematics, 69 percent of students at Ernest R Graham K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 82 percent of students to score at Level 3 or above, an increase of 13 percentage points.

**G3.B1** On the 2013 FCAT 2.0 for Mathematics, 69 % of Hispanic, 64% ELL, and 67% ED scored at Level 3 or above. The target for 2014 is 81%, 76% and 80% respectively. Students in each group exhibited difficulty with Reporting Category- Geometry and Measurement due to students having limited exposure to mathematical explorations to develop student understanding in the areas of geometry and measurement through the use of manipulatives.

**G3.B1.S1** Provide opportunities for students to: solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane and perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time.

### Action Step 1

Students will identify or describe a situation that requires the use of the area formula in a real-world context and identify and classify angles using benchmark angle measurements that may include geometric notation. Students will also solve problems involving the volume and surface area of prisms, solve problems based on geometric properties of figures and horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane and perform multi-step conversions to solve problems within the same measurement system, including determining elapsed time.

### Person or Persons Responsible

teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Classroom visits to monitor student work. Using FCIM model, conduct data chats.

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

Leadership Team

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

bi-weekly

#### **Evidence of Completion**

Edusoft reports from site generated assessments and SuccessMaker reports.

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

Following the FCIM model, monitor reports from District Interim Assessment, monthly Topic assessments and tri-weekly assessments will be reviewed and instruction will be adjusted as needed.

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

MTSS/RTi team

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

quarterly

#### **Evidence of Completion**

Students will increase mastery of benchmarks. Summative: 2014 FCAT Assessment.

**G3.B2** On the 2013 FCAT 2.0 for Mathematics, 32 % of students scored at Level 3. The target for 2013 is 42%. Students in grade 5 exhibited difficulty with Reporting Category- Number: Base Ten and Fractions. Students are showing a deficit in the area Fractional concepts which prevents them from becoming proficient.

**G3.B2.S1** The strategy includes the use of hands-on experiences to facilitate the conceptual learning and understanding of fractional concepts and apply the learning to solve real-world problems; hands-on experiences should include the use of tangible manipulatives such as tiles, pattern blocks and connecting cubes.

### **Action Step 1**

Students will practice comparing and ordering fractions, including fractions greater than one, using models. Students will also add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

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

Teachers

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

on-going

#### **Evidence of Completion**

Student work and site generated assessments, including benchmarks.

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

Classroom visits to monitor work. Using FCIM model, conduct data chats.

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

Leadership Team

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

Bi-Weekly

#### **Evidence of Completion**

Edusoft reports from site generated assessments.

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

Following the FCIM model, monitor reports from District Interim Assessments, monthly Topic assessments and tri-weekly assessments will be reviewed and instruction will be adjusted if needed.

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Students will increase mastery of benchmarks. Summative: 2014 FCAT Assessment.

**G3.B3** On the 2013 FCAT 2.0 for Mathematics, 36% of students scored at Level 4 or above. The target for 2014 is 40%. Students in this group exhibited difficulty with Reporting Category- Geometry and Measurement due to students lack of solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

**G3.B3.S1** The strategy includes incorporating discovery-based learning and technology to enhance student-centered learning using Everglades K-12 Florida Mathematics Standards and inquiry-based activities that promote authentic and rigorous student engagement and implementing common problem-solving instructional strategies into daily instruction which allows students to work in collaborative structures.

### Action Step 1

Students will solve grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Title I funds will be allocated to purchase supplemental materials.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Student work and site generated assessments, including benchmarks and district Interim Assessments.

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

Classroom visit to monitor student work. Using FCIM model, conduct data chats.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Edusoft reports from site generated assessments.

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

Following the FCIM model, reports from District Interim Assessments, monthly Topic assessments and tri-weekly assessments will be reviewed and instruction will be adjusted if needed.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Students will increase mastery of benchmarks. Summative: 2014 FCAT Assessment.

**G3.B4** On the 2013 FCAT 2.0 for Mathematics, 76% of students achieved learning gains. The target for 2014 is 78%. Students in grades 5-7 exhibited difficulty with Reporting Category- Geometry and Measurement due to students lack of solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

**G3.B4.S1** Students require additional practice with Reporting Category, Geometry and Measurement. The strategy includes engaging students in activities to use technology (such as Gizmos, Successmaker, or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.

### **Action Step 1**

Students will practice grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-dimensional shapes/objects; engage in opportunities to practice finding the volume and surface of composite three-dimensional shapes.

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

teachers

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

On-going

#### **Evidence of Completion**

Student work and Successmaker reports

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

Classroom visits to monitor student work. Using FCIM model, conduct data chats.

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

Leadership team

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

Bi-Weekly

#### **Evidence of Completion**

Edusoft reports from site generated assessments.



## Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, reports from District Interim Assessments, monthly Topic assessments and tri-weekly assessments will be reviewed and instruction will be adjusted if needed.

### Person or Persons Responsible

MTSS/Rti

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Students will increase mastery of benchmarks. Summative: 2014 FCAT Assessment.

**G3.B5** On the 2013 FCAT 2.0 for Mathematics, 73% of students in the lowest 25 percent achieved learning gains. The target for 2014 is 76%. Students in grades 5-7 exhibited difficulty with Reporting Category- Geometry and Measurement due to students lack of solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

**G3.B5.S1** Students require additional practice with Reporting Category, Geometry and Measurement. The strategy includes providing teacher training on SuccessMaker, FCAT Explorer – Math, Florida Achieves! Focus and Riverdeep so that teachers can infuse these programs into the instructional process to aid in differentiated instruction that will engage students in the use of technology that includes visual stimulus to develop conceptual understanding of Geometry and Measurement.

### Action Step 1

Students will apply geometric concepts in modeling real-world situations. Students will be encouraged with the use of technology tools for varying assumptions and to demonstrate a solution to a problem.

### Person or Persons Responsible

teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Student work and reports from software programs.

### Facilitator:

Math Coach

### Participants:

teachers

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

Classroom visits to monitor student work. Using FCIM model, conduct data chats.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Reports generated from software programs.

### **Plan to Monitor Effectiveness of G3.B5.S1**

Following the FCIM model, reports from District Interim Assessments, monthly Topic assessments and tri-weekly assessments will be reviewed and instruction will be adjusted if needed. .

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Students will increase mastery of benchmarks. Summative: 2014 FCAT Assessment.

**G4.** Our goal for the 2013-2014 Middle School Math Acceleration is to increase achievement in high complexity problem solving as we incorporate Algebra I courses.

**G4.B1** Students lack of exposure and problem solving protocol strategies in order to interpret high complexity problems and persevere in solving them. Provide students various learning opportunities and adjust instruction appropriately to meet individual needs.

**G4.B1.S1** Using mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of equation, inequalities, and systems of linear equations in two variables. Incorporate the use of STEP-It Up Problem Solving Protocol. Promote the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

**Action Step 1**

Students will use technology tools and mathematical practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Student work and site generated assessments, including benchmarks.

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

Classroom visits to monitor student work. Using FCIM model, conduct data chats.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

Edusoft reports from site generated assessments and SuccessMaker reports.

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

Follow the FCIM model, review reports from District Interim Assessments, monthly topic assessments and tri-weekly assessments will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

MTSS/RtI

#### Target Dates or Schedule

quarterly

#### Evidence of Completion

Edusoft reports from Interims will show mastery of benchmarks. Summative: Algebra I EOC Exam

### G5. Our goal for 2013-2014 Algebra 1 EOC is to Increase Student Achievement in Polynomials.

**G5.B1** Edusoft results for the Algebra 1 EOC Baseline Test indicates that an area of difficulty was: Polynomials, including simplifying polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. Students would benefit from more learning experiences involving fluency and problem solving skills in the areas of simplifying polynomial and rational expressions and applying learned concepts in real-life situations.

**G5.B1.S1** Teachers will provide grade-level appropriate 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.

#### Action Step 1

Teachers should emphasize instruction that utilizes the Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving polynomials

#### Person or Persons Responsible

teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Student work and site generated assessments, including benchmarks and Topic Assessments.

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

Classroom Visits to monitor student work. Using FCIM model, conduct data chats.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Edusoft reports from site generated assessments.

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

Following the FCIM model, reports from District Interim Assessments and monthly Topic assessments will be reviewed and instruction will be adjusted if needed.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Students will increase mastery of benchmarks. Summative: 2014 FCAT Assessment.

**G6.** Our goal for 2013-2014 Civics EOC is to Increase student achievement in Reporting Category: Organization and Function of Government.

**G6.B1** An anticipated barrier is implementing a Civics program that qualified teachers can follow in order to address all State and District Benchmarks and curricular requirements.

**G6.B1.S1** Institute regular, on-going common planning sessions for Civics 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.

**Action Step 1**

Teachers should emphasize instruction that provides classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Student work and Chapter/Unit assessments.

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

Will be responsible for the monitoring of the implementation and fidelity of the identified strategies. Using FCIM model, conduct data chats.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

Chapter/Unit assessments Post test and District Interim Assessments.

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

Following the FCIM model, the LLT will be responsible for the monitoring of the implementation and fidelity of the identified strategies.

### **Person or Persons Responsible**

MTSS/RtI

### **Target Dates or Schedule**

Quarterly.

### **Evidence of Completion**

Edusoft reports from District Assessments. Summative: Civics EOC Exam.

**G7.** On the 2013 FCAT 2.0 Science, 62 percent of students at Ernest R Graham K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 66 percent of students to score at Level 3 or above, an increase of 4 percentage points.

**G7.B1** There is limited evidence of effectively differentiating between experiments and investigations, as well as analyzing information to make inferences or predictions. As noted on the 2013 Science FCAT 2.0, students in grade 5 had most difficulty with The Nature of Science. Students performing at mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

**G7.B1.S1** In order to enhance student scientific knowledge, argumentation and thinking, numerous opportunities will be provided for students to communicate verbally and in writing. Students will provided evidence through science journals and the use of power writing conclusions that include claims, evidence and reasoning as incorporated though the Common Core Standards. Appropriate rubric compatible to Quarterly Assessment will be developed to monitor progress and encourage self-evaluation.

### **Action Step 1**

Utilize rubric to monitor progress and promote self-evaluation.

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

teachers and students

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

on-going

#### **Evidence of Completion**

Student work, Interactive Journals, rubric and assessments.

#### **Facilitator:**

Science Coach

#### **Participants:**

Science Teachers



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

Classroom walkthroughs to monitor student progress. Using FCIM model, conduct data chats.

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

LLT

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

bi-weekly

#### **Evidence of Completion**

Edusoft reports from site generated assessments.

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

Following the FCIM model, reports from District Science Interim Assessments will be reviewed and instruction will be adjusted if needed.

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

MTSS/RtI Team

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

Quarterly

#### **Evidence of Completion**

Students will increase mastery of benchmarks. Summative: 2014 FCAT Assessment.

**G7.B2** On the 2013 FCAT 2.0 for Science, 36% of students scored at Level 4 or above. The target for 2014 is 37%. Students in grade 5 exhibited difficulty with Reporting Category- Physical Science due to students lack of ability to identify forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

**G7.B2.S1** The strategy includes providing students with the opportunities to present, refine, and evaluate scientific questions about physical sciences and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards.

**Action Step 1**

Students will identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

**Person or Persons Responsible**

classroom teachers

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Student work and site generated assessments including benchmarks.

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

Classroom visit to monitor student work. Using FCIM model, conduct data chats.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

Edusoft reports from site generated assessments.

## Plan to Monitor Effectiveness of G7.B2.S1

Following the FCIM model, reports from District Interim Assessments will be reviewed and instruction will be adjusted if needed.

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Students will increase mastery of benchmarks. Summative: 2014 FCAT Assessment.

**G8.** Our goal on the 2014 FCAT 2.0 Science is to increase student achievement in Life Science.

**G8.B1** Edusoft results for the eighth grade Science Baseline test indicates that an area of difficulty was: Life Science. Students would benefit from more learning experiences involving identifying the functions of the human body systems, classifying organisms, identifying ways genetic variation contributes to the scientific theory of evolution, determining probabilities for genotypic and phenotypic combinations, and distinguishing relationships among organisms in a food web.

**G8.B1.S1** In order to enhance student scientific knowledge, argumentation and thinking, numerous opportunities will be provided for students to communicate verbally and in writing. An interactive science journal will be implemented in all secondary science classes to increase rigor and connect verbal, written and thinking skills. Students will provide evidence through interactive science journals and the writing of conclusions that include claims, evidence and reasoning as incorporated through the Common Core Standards. Teachers will provide feedback and clarify misconceptions through the revision of the interactive journal. Appropriate rubric compatible to Quarterly Assessment will be developed to monitor progress and encourage self-evaluation.

### Action Step 1

Instruction that supports the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. Title I funds will be allocated to purchase supplemental and lab materials.

### Person or Persons Responsible

classroom teachers

### Target Dates or Schedule

on-going

### Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Classroom visits to monitor student progress. using FCIM model, conduct data chats.

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

LLT

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

bi-weekly

#### **Evidence of Completion**

Edusoft reports from site generated assessments.

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

Following the FCIM model, reports from District Interim Assessments will be reviewed and instruction will be adjusted if needed.

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

MTSS/RtI Team

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

Quarterly

#### **Evidence of Completion**

Students will increase mastery of benchmarks. Summative: 2014 FCAT Assessment.

**G8.B2** Edusoft results for the eighth grade Science Baseline test indicates that an area of difficulty was: The Nature of Science. Students performing at the mastery level of this reporting category will would benefit from more learning experiences involving identifying the test and outcome variables, differentiating experiments and investigations, analyzing information to make inferences or predictions, differentiating replication and repetition, and distinguishing between theories and laws.

**G8.B2.S1** The strategy includes ensuring that students write lab conclusions with claim-evidence-reasoning included for all investigations, as delineated by Common Core Standards and promoting the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

### **Action Step 1**

Teachers should emphasize instruction that provides 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.

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

teachers

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

on-going

#### **Evidence of Completion**

Student work and site generated assessments, including benchmarks and Topic Assessments.

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

Classroom visits to monitor student work. Using the FCIM model, conduct data chats.

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

LLT

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

bi-weekly

#### **Evidence of Completion**

Edusoft reports from site generated assessments.

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

Following the FCIM model, reports from District Interim Assessments will be reviewed and instruction will be adjusted if needed.

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule

quarterly

### Evidence of Completion

Students will increase mastery of benchmarks. Summative: 2014 FCAT Assessment.

**G9.** Our goal for 2013-2014 STEM is to increase the percentage of students participating in STEM related experiences, such as full inquiry, project based learning and advanced academic programs from 31% to 35%.

**G9.B1** After analyzing current practices and data it was determined that only 31% of the students were participating in STEM related experiences.

**G9.B1.S1** Teachers will promote student participation in STEM related experiences as they incorporate a comprehensive timeline to establish a Fourth-Eight Grade School Science and Engineering Fair. Students will be actively engaged students in hand-on real world STEM applications, with the ultimate goal to increase participation in the Regional Science and Engineering Fair. Increased participation in STEM related experiences will also be promoted by integrating the K-8 (primary and secondary) Cambridge International Program, which is progressive and flexible, helping schools develop successful students recognized globally. One class per grade level will seamlessly incorporate the Cambridge curriculum, as one of the programs designed to prepare students to participate in STEM courses in the future. Primary and secondary teachers will be provided with extensive training in the areas of Mathematics, Language Arts and Science.

### Action Step 1

Constant feedback and monitoring will be provided by teachers throughout the Science Fair Timeline implementation.

### Person or Persons Responsible

classroom teachers

### Target Dates or Schedule

on-going

### Evidence of Completion

Student work and participation in the School-wide and Regional Science and Engineering Fair.

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

Cambridge assessments will provide an external benchmark to inform teaching and measure learners' progress over time. Using FCIM model, conduct data chats.

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

Cambridge International Program and Teacher

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

on-going

#### **Evidence of Completion**

Student work and site generated assessments.

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

Following the FCIM model, conduct classroom visits to monitor student progress.

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

LLT

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

Monthly

#### **Evidence of Completion**

Interactive Journals, Lab Notebooks, and assessment data. Summative: 2014 FCAT Assessment data.

**G10.** Our goal for 2013-2014 Career and Technical Education is to increase STEM learning opportunities for students using CTE curriculum.

**G10.B1** After analyzing current practices and data, it was determined that STEM instruction is not enhanced within CTE instruction.

**G10.B1.S1** Train teachers on the use of Discovery Education resources in order to increase STEM integration in CTE related courses. Create and monitor timeline for integration of STEM into CTE instruction.

**Action Step 1**

After participating in Discovery Education Professional Development teachers will infuse STEM education within CTE related courses.

**Person or Persons Responsible**

teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student work and assessments.

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

Classroom visits to monitor student work. Using FCIM model, conduct data chats.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

Student work and assessments.



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

Following the FCIM model, reports from District Interim Assessments, will be reviewed and instruction will be adjusted if needed.

#### Person or Persons Responsible

MTSS/RtI Team

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Students will increase mastery of science and mathematics benchmarks. Summative: 2014 FCAT Assessment.

### G10.B2 CTE teachers have limited knowledge on how to incorporate Common Core State Standards.

**G10.B2.S1** Provide PD opportunities at school site for CTE teachers on CCSS Literacy Standards for Technical Subjects.

#### Action Step 1

After participating in PD teachers will incorporate CCSS Literacy Standards within technical subjects.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Student work and assessments.

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

Using the FCIM model conduct classroom visits monitor implementation and conduct data chats.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

bi-weekly

#### Evidence of Completion

Student work and assessments.

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

Following the FCIM model, reports from District Interim Assessments will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

MTSS/RtI Team

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Mastery of Science and Mathematics Benchmarks. Summative: 2014 FCAT Assessment.

### G10.B3 Few opportunities for advanced level STEM learning activities.

**G10.B3.S1** Provide opportunities for students to apply literacy and Stem-related skills when solving real world problems during Career Technical Student Organizations (CTSO) competitions and other events.

#### Action Step 1

Provide opportunities to apply literacy and STEM-related skills when solving real world problems during CTSO.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Student work and participation.

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

Classroom visits and data chats using the FCIM model.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

bi-weekly

#### Evidence of Completion

Student work, assessment and participation.

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

Following the FCIM model, data will be analyzed and disseminated through data chats. Instruction will be modified as needed.

#### Person or Persons Responsible

MTSS/RtI Team

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Students will increase mastery of literacy, mathematics and science benchmarks. Summative: 2014 FCAT Assessment.

### G10.B4 Limited access to technology after school hours.

**G10.B4.S1** Provide students with before and after school access to technology, as well as available outside agencies in the area.

#### Action Step 1

before and after school access to technology in the Media Center

#### Person or Persons Responsible

Media Specialist

#### Target Dates or Schedule

on-going

#### Evidence of Completion

Student work, participation and attendance.

### Plan to Monitor Fidelity of Implementation of G10.B4.S1

Media Center visits to monitor student work.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

bi-weekly

#### Evidence of Completion

student work

## Plan to Monitor Effectiveness of G10.B4.S1

Following the FCIM model, strategy will be reviewed and modified as needed to ensure student growth.

### Person or Persons Responsible

MTSS/Rit Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Student will have increased participation in STEM learning opportunities.

**G11.** Instructors of CTE related courses will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

**G11.B1** After analyzing current practices and data, it was determined that Common Core Reading Standards for Literacy were not incorporated into CTE content area.

**G11.B1.S1** Train teachers on the use of Common Core Reading Standards for Literacy in order to increase integration in CTE related courses.

### Action Step 1

After participating in Common Core Professional Development teachers will infuse Reading Standards for Literacy education within CTE related courses.

### Person or Persons Responsible

teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Student work and assessments.

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

Classroom visits to monitor student work. Using FCIM model, conduct data chats.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

Student work and assessments.

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

Following the FCIM model, reports from District Interim Assessments, will be reviewed and instruction will be adjusted if needed.

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Students will increase mastery of assessed benchmarks. Summative: 2014 FCAT Assessment.

### G11.B2 CTE teachers have limited knowledge on how to incorporate Common Core State Standards.

**G11.B2.S1** Provide PD opportunities at school site for CTE teachers on CCSS Literacy Standards for Technical Subjects.

**Action Step 1**

After participating in PD teachers will incorporate CCSS Literacy Standards within technical subjects.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student work and assessments.

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

Using the FCIM model conduct classroom visits monitor implementation and conduct data chats.

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

LLT

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

bi-weekly

#### **Evidence of Completion**

Student work and assessments.

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

Following the FCIM model, reports from District Interim Assessments will be reviewed and instruction will be adjusted as needed.

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

MTSS/RtI Team

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

Quarterly

#### **Evidence of Completion**

Mastery of Science and Mathematics Benchmarks. Summative: 2014 FCAT Assessment.

**G12.** Our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.

**G12.B1** Based on 2012-2013 data, 5% of students missed more than 10% of available instructional time.

**G12.B1.S1** Increase parent contact and attendance communication via Connect Ed, parent notification letters, monthly newsletter and parent meetings.

**Action Step 1**

Monitor Attendance reports and contact parents regarding absences. Provide parents with school attendance plan.

**Person or Persons Responsible**

Community Involvement Specialists (CIS), and School Counselors

**Target Dates or Schedule**

on-going?

**Evidence of Completion**

Daily attendance bulletin, 2013-2014 Attendance rosters and Cognos reports.

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

Will monitor by reviewing attendance rate and Truancy Reports. ? .

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Throughout the school year.

**Evidence of Completion**

Daily attendance bulletin, 2013-2014 Attendance rosters and Cognos reports.

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

Will monitor by reviewing attendance rate and Truancy Reports. ?

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

Daily attendance bulletin, 2013-2014 Attendance rosters and Cognos reports.

**G12.B2** Based on 2012-2013 data, 11% of students received more than two behavioral referrals.

**G12.B2.S1** Counselors will review Code of Student Conduct with students and parents.

**Action Step 1**

Counselors will conduct character development training according to the Student Code of Conduct.?  
?

**Person or Persons Responsible**

Counselors

**Target Dates or Schedule**

On-going

**Evidence of Completion**

A reduction in the number of Student Case Management Referrals

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

Monitor counselor schedules to ensure lessons are delivered.?

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

Schedules



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

Will monitor fidelity, progress and effectiveness by reviewing COGNOS reports and referrals.

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

On a monthly basis or as needed.

#### Evidence of Completion

COGNOS reports

**G12.B3** Based on 2012-2013 data, 3% of students were retained and 43% of third graders were not proficient in reading.

**G12.B3.S1** Provide intensive remediation for targeted students using Successmaker Technology Program and Wonders Intervention Program.

#### Action Step 1

Teachers will provide daily interventions using identified materials to targeted students.?

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

daily

#### Evidence of Completion

Student Assessments FAIR results

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

Review assessment reports to monitor student progress and adjust instruction as needed.

#### Person or Persons Responsible

MTSS/RtI team

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

FAIR reports, Classroom assessments, Interim Assessments

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

Review assessment reports to monitor student progress and adjust instruction as needed.

#### Person or Persons Responsible

MTSS/Rtl team

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

FAIR reports, Classroom assessments, Interim Assessments

**G12.B4** Based on 2012-2013 data, 1% (2) of students (Grades 6-8) failed a math course due to lack of proficiency in mathematical skills.

**G12.B4.S1** Support mathematical fluency and problem solving skills by providing time to practice and apply learned concepts in real-life situations.

#### Action Step 1

Students will use technology tools and mathematical practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Student work and site generated assessments, including benchmarks.

### Plan to Monitor Fidelity of Implementation of G12.B4.S1

Classroom visits to monitor student work. Using FCIM model, conduct data chats.

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

bi-weekly

#### Evidence of Completion

Edusoft reports from site generated assessments and SuccessMaker reports.

### Plan to Monitor Effectiveness of G12.B4.S1

Follow the FCIM model, review reports from District Interim Assessments, montly topic assessments and tri-weekly assessments will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

MTSS/RtI

#### Target Dates or Schedule

quarterly

#### Evidence of Completion

Edusoft reports from Interims will show mastery of benchmarks.

**G12.B5** Based on 2012-2013 data, less than 1% (1) student (Grades 6-8) failed an English Language Arts Course due to lack of proficiency in Literacy skills.

**G12.B5.S1** Instruct students to identify and interpret elements of story structure within and across texts. Utilize an ample variety of reading materials to practice identifying and interpreting elements of story structure within and across texts in order to enhance literacy proficiency. Infuse usage of educational technology such as SuccesMaker and Reading Plus program to increase student achievement.

#### Action Step 1

Rigorous instruction incorporating graphic organizers daily across the curriculum to increase the ability to read and comprehend grade level literature and text independently and proficiently. Additionally, students will use the SuccessMaker and Reading Plus program.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

FAIR, Baseline (Pre/Post) Assessments, District Assessments, mini-classroom assessments

### **Plan to Monitor Fidelity of Implementation of G12.B5.S1**

Classroom walkthroughs to review student classwork and assessments as well as monitor the effectiveness and fidelity of the strategies. Using FCIM model, conduct data chats.

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

Leadership Team

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

bi-weekly

#### **Evidence of Completion**

FAIR, District Interim assessments, 2014 FCAT 2.0

### **Plan to Monitor Effectiveness of G12.B5.S1**

Follow the FCIM model, review District Interim Assessments, FAIR data to conduct Data Chat meetings.

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

Literacy Leadership Team

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

quarterly

#### **Evidence of Completion**

FAIR, District Interim assessments, 2014 FCAT 2.0

## 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

Ernest R Graham K-8 Academy is a Title I school.

Ernest R Graham is a Title I school and receives additional funding for numerous support services such as hourly teachers, paraprofessionals, a math/science facilitator, an instructional technology teacher, software, hardware, and supplemental materials. Furthermore, funds from Title I Grant will be utilized to provide after-school tutoring in the areas of reading, mathematics and science for targeted students.

Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site.

Ernest R Graham has one Voluntary Pre-kindergarten (VPK) class. Staff in this class assists preschool children to make the transition into our elementary school program through the implementation of a Pre-School Transition Plan, also funded by the Title I Grant.

#### Title I, Part C- Migrant

Not Applicable

#### Title I, Part D

Not Applicable

#### Title II

Not Applicable

#### Title III

Funds from Title II will be utilized to improve basic education by training mentors, for any new teacher, through the New Teacher (MINT) Program and by training selected teachers for add-on endorsement programs. The District will also offer substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation; as well as Lesson Study Group implementation and protocols.

#### Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be implementing a 2011 summer academic enrichment camp for students in four homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

#### Supplemental Academic Instruction (SAI)

Not Applicable

#### Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

#### Nutrition Programs

- The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Nutrition education, as per state statute, is taught through physical education.
- 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.

#### Housing Programs

Not Applicable

#### Head Start

Ernest R Graham K-8 Academy has one Voluntary Pre-kindergarten (VPK) class funded by Title I.

#### Adult Education

Not Applicable

#### Career and Technical Education

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

#### Job Training

Not Applicable

#### Other

#### Health Connect

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and /or social and human services on school grounds.
- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

#### Parental Involvement

Involve parents in school events in order to continue to link the home and school connection and extend an open invitation to our school's parent resource center; which contains literature on various topics and available seminars.

Increase parental involvement through Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules.

Facilitate greater interest in workshops by presenting stimulating themes based on informal parent surveys, which determine the specific needs of our parents.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** On the 2013 FCAT 2.0 Reading, 66 percent of students at Ernest R Graham K-8 Center scored at Level 3 or above . Our goal on the 2014 FCAT 2.0 Reading is for 74 percent of students to score at Level 3 or above, an increase of 8 percentage points.

**G1.B1** On the 2013 FCAT 2.0 for Reading, 45% of Black, 66 % of Hispanic, 54% ELL, 29% SWD and 63% ED students scored at Level 3 or above. The target for 2014 is 55% (black), 74%(Hispanic), 66% (ELL), 53% (SWD) and 73%(ED) for students who exhibited difficulty with Category 4, Informational Text/Research Process. Students will have increased opportunities with informational text/research materials which will increase proficiency with informational text.

**G1.B1.S1** For Category 4, Informational Text/Research Process students will practice locating and verifying details using real-world documents, such as, how to articles, brochures and websites. Additionally instruction will be focused on citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### PD Opportunity 1

Provide explicit instruction using strategies such as text feature charts and note-taking skills will assist students and help building stronger arguments to support their answers. Instruct students to use information gained from illustrations and the words in a text to demonstrate understanding of the text. Explicit instruction using strategies such as modeling, think aloud, activating prior knowledge and visuals will assist students and help building stronger arguments to support their answers. In addition students will use the SuccessMaker and Reading Plus program.

#### Facilitator

Reading Coaches

#### Participants

teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

FAIR, Baseline Assessments, Interim Assessments, Classroom assessments

**G3.** On the 2013 FCAT 2.0 Mathematics, 69 percent of students at Ernest R Graham K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 82 percent of students to score at Level 3 or above, an increase of 13 percentage points.

**G3.B5** On the 2013 FCAT 2.0 for Mathematics, 73% of students in the lowest 25 percent achieved learning gains. The target for 2014 is 76%. Students in grades 5-7 exhibited difficulty with Reporting Category-Geometry and Measurement due to students lack of solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

**G3.B5.S1** Students require additional practice with Reporting Category, Geometry and Measurement. The strategy includes providing teacher training on SuccessMaker, FCAT Explorer – Math, Florida Achieves! Focus and Riverdeep so that teachers can infuse these programs into the instructional process to aid in differentiated instruction that will engage students in the use of technology that includes visual stimulus to develop conceptual understanding of Geometry and Measurement.

### **PD Opportunity 1**

Students will apply geometric concepts in modeling real-world situations. Students will be encouraged with the use of technology tools for varying assumptions and to demonstrate a solution to a problem.

#### **Facilitator**

Math Coach

#### **Participants**

teachers

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

On-going

#### **Evidence of Completion**

Student work and reports from software programs.



**G7.** On the 2013 FCAT 2.0 Science, 62 percent of students at Ernest R Graham K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 66 percent of students to score at Level 3 or above, an increase of 4 percentage points.

**G7.B1** There is limited evidence of effectively differentiating between experiments and investigations, as well as analyzing information to make inferences or predictions. As noted on the 2013 Science FCAT 2.0, students in grade 5 had most difficulty with The Nature of Science. Students performing at mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

**G7.B1.S1** In order to enhance student scientific knowledge, argumentation and thinking, numerous opportunities will be provided for students to communicate verbally and in writing. Students will provided evidence through science journals and the use of power writing conclusions that include claims, evidence and reasoning as incorporated though the Common Core Standards. Appropriate rubric compatible to Quarterly Assessment will be developed to monitor progress and encourage self-evaluation.

### **PD Opportunity 1**

Utilize rubric to monitor progress and promote self-evaluation.

#### **Facilitator**

Science Coach

#### **Participants**

Science Teachers

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

on-going

#### **Evidence of Completion**

Student work, Interactive Journals, rubric and assessments.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal  | Description   | Total    |
|-------|---|----------|
| G1.   | On the 2013 FCAT 2.0 Reading, 66 percent of students at Ernest R Graham K-8 Center scored at Level 3 or above . Our goal on the 2014 FCAT 2.0 Reading is for 74 percent of students to score at Level 3 or above, an increase of 8 percentage points.         | \$9,456  |
| G3.   | On the 2013 FCAT 2.0 Mathematics, 69 percent of students at Ernest R Graham K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 82 percent of students to score at Level 3 or above, an increase of 13 percentage points. | \$7,846  |
| G8.   | Our goal on the 2014 FCAT 2.0 Science is to increase student achievement in Life Science.   | \$2,213  |
| Total |   | \$19,515 |

### Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Total    |
|----------------|------------------------|----------|
| school based   |                        | \$19,515 |
| Total          |                        | \$19,515 |

### Budget Details

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

**G1.** On the 2013 FCAT 2.0 Reading, 66 percent of students at Ernest R Graham K-8 Center scored at Level 3 or above . Our goal on the 2014 FCAT 2.0 Reading is for 74 percent of students to score at Level 3 or above, an increase of 8 percentage points.

**G1.B4** On the 2013 FCAT 2.0 for Reading, 77% of students in the lowest 25 percent achieved learning gains . The target for 2014 is for 79% of students in the lowest 25 percent to achieve learning gains. Students in these groups exhibited difficulty with Reporting Category 1, Vocabulary. Students will have increased opportunities to receive explicit vocabulary instruction and develop mature vocabulary.

**G1.B4.S1** Instruction will be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. instruction in different levels of content-specific words (shades of meaning); and instruction in differences in meaning due to context. In addition, Wordly Wise and Vocabulary Workshop supplemental materials will support and enhance instruction in the area of vocabulary.

### **Action Step 1**

Instruction using context clues to determine the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. Instructional aids such as, word walls, understanding context clues charts, and multiple meaning charts. In addition, Wordly Wise supplemental materials will support and enhance instruction in the area of vocabulary. Students develop and maintain a response journal. EESAC funds will be allocated to purchase supplemental materials.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Wordly Wise

#### **Funding Source**

school based

#### **Amount Needed**

\$9,456

**G3.** On the 2013 FCAT 2.0 Mathematics, 69 percent of students at Ernest R Graham K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 82 percent of students to score at Level 3 or above, an increase of 13 percentage points.

**G3.B3** On the 2013 FCAT 2.0 for Mathematics, 36% of students scored at Level 4 or above. The target for 2014 is 40%. Students in this group exhibited difficulty with Reporting Category- Geometry and Measurement due to students lack of solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

**G3.B3.S1** The strategy includes incorporating discovery-based learning and technology to enhance student-centered learning using Everglades K-12 Florida Mathematics Standards and inquiry-based activities that promote authentic and rigorous student engagement and implementing common problem-solving instructional strategies into daily instruction which allows students to work in collaborative structures.

### **Action Step 1**

Students will solve grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Title I funds will be allocated to purchase supplemental materials.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Everglades Math

#### **Funding Source**

school based

#### **Amount Needed**

\$7,846

**G8.** Our goal on the 2014 FCAT 2.0 Science is to increase student achievement in Life Science.

**G8.B1** Edusoft results for the eighth grade Science Baseline test indicates that an area of difficulty was: Life Science. Students would benefit from more learning experiences involving identifying the functions of the human body systems, classifying organisms, identifying ways genetic variation contributes to the scientific theory of evolution, determining probabilities for genotypic and phenotypic combinations, and distinguishing relationships among organisms in a food web.

**G8.B1.S1** In order to enhance student scientific knowledge, argumentation and thinking, numerous opportunities will be provided for students to communicate verbally and in writing. An interactive science journal will be implemented in all secondary science classes to increase rigor and connect verbal, written and thinking skills. Students will provide evidence through interactive science journals and the writing of conclusions that include claims, evidence and reasoning as incorporated through the Common Core Standards. Teachers will provide feedback and clarify misconceptions through the revision of the interactive journal. Appropriate rubric compatible to Quarterly Assessment will be developed to monitor progress and encourage self-evaluation.

### **Action Step 1**

Instruction that supports the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. Title I funds will be allocated to purchase supplemental and lab materials.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

FCAT Coach

#### **Funding Source**

school based

#### **Amount Needed**

\$2,213