



**Pam Stewart, Commissioner**

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

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### **South Dade Middle School**

29100 SW 194TH AVE

Homestead, FL 33030

305-224-5200

<http://sdm.dadeschools.net>

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## School Demographics

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**School Type**  
Combination School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
93%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
92%

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## School Grades History

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**2013-14**  
C

**2012-13**  
D

**2011-12**  
C

**2010-11**  
C

**2009-10**  
C

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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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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>18</b>
<b>Goals Summary</b>	<b>23</b>
<b>Goals Detail</b>	<b>23</b>
<b>Action Plan for Improvement</b>	<b>32</b>
<b>Part III: Coordination and Integration</b>	<b>97</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>99</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>0</b>

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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

South Dade Middle School

##### Principal

Maria Medina

##### School Advisory Council chair

Raquel Santiago

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

Name	Title
Maria Medina	Principal
Janet Argilagos	Assistant Principal
Ileana Hernandez	Assistant Principal
Alonza Pendergrass	Assistant Principal

#### 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

Principal -1, UTD steward – 1, teachers – 5 alternate -1, parents – 10, Support personnel -1 alternate -1, student – 1, BCR – 1

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

Implementing the state system of school improvement and accountability, to assist in the preparation and evaluation of the school improvement plan.

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

To assist in helping for the schools budget, to oversee the SIP and make sure it is followed through. To use the EESAC funds to help provide for our school through the SIP.

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

Pending EESAC meeting

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Maria Medina**

Principal

Years as Administrator: 15

Years at Current School: 2

**Credentials**

Elementary Education, Educational Leadership

**Performance Record**

2013 – School Grade D  
 Rdg. Proficiency, 39%  
 Math Proficiency, 41%  
 Rdg. Lrg. Gains, 56 points  
 Math Lrg. Gains, 56 points  
 Rdg. Imp. of Lowest 25% -  
 56 points  
 Math Imp. of Lowest 25% -  
 62 points  
 Rdg. AMO –50  
 Math AMO–52  
 '12 '11 '10 '09  
 School Grade NA A A A  
 AYP NA Y Y Y  
 High Standards Rdg. NA 92 89 94  
 High Standards Math NA 86 83 91  
 Lrng Gains-Rdg. NA 67 71 77  
 Lrng Gains-Math NA 73 66 72  
 Gains-Rdg-25% NA 71 61 69  
 Gains-Math-25% NA 62 61 59

**Janet Argilagos**

Asst Principal

Years as Administrator: 3

Years at Current School: 3

**Credentials**

Elementary Education, Spanish,  
Educational Leadership  
Elementary Education, Spanish,  
Educational Leadership

**Performance Record**

2013 – School Grade D  
Rdg. Proficiency, 39%  
Math Proficiency, 41%  
Rdg. Lrg. Gains, 56 points  
Math Lrg. Gains, 56 points  
Rdg. Imp. of Lowest 25% -  
56 points  
Math Imp. of Lowest 25% -  
62 points  
Rdg. AMO –50  
Math AMO–52  
'12 '11 '10 '09  
School Grade NA C C D  
AYP NA N N N  
High Standards Rdg. NA 57 51 44  
High Standards Math NA 57 60 47  
Lrng Gains-Rdg. NA 58 60 16  
Lrng Gains-Math NA 52 66 43  
Gains-Rdg-25% NA 61 65 57  
Gains-Math-25% NA 58 65 60



**Alonza Pendergrass**

Asst Principal	Years as Administrator: 2	Years at Current School: 2
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**Credentials**

Exceptional Student Education,  
Educational Leadership

**Performance Record**

2013 – School Grade D  
 Rdg. Proficiency, 39%  
 Math Proficiency, 41%  
 Rdg. Lrg. Gains, 56 points  
 Math Lrg. Gains, 56 points  
 Rdg. Imp. of Lowest 25% - 56 points  
 Math Imp. of Lowest 25% - 62 points  
 Rdg. AMO –50  
 Math AMO–52  
 '12 '11 '10 '09  
 School Grade NA X D C  
 AYP NA N N N  
 High Standards Rdg. NA 36 35 50  
 High Standards Math NA 65 64 61  
 Lrng Gains-Rdg. NA 42 44 29  
 Lrng Gains-Math NA 71 69 58  
 Gains-Rdg-25% NA 42 61 56  
 Gains-Math-25% NA 61 50 80

**Ileana Hernandez**

Asst Principal

Years as Administrator: 15

Years at Current School: 2

**Credentials**

Elementary Education, Educational Leadership

**Performance Record**

2013 – School Grade D  
 Rdg. Proficiency, 39%  
 Math Proficiency, 41%  
 Rdg. Lrg. Gains, 56 points  
 Math Lrg. Gains, 56 points  
 Rdg. Imp. of Lowest 25% -  
 56 points  
 Math Imp. of Lowest 25% -  
 62 points  
 Rdg. AMO –50  
 Math AMO–52  
 '12 '11 '10 '09  
 School Grade NA A A A  
 AYP NA Y Y Y  
 High Standards Rdg. NA 92 89 94  
 High Standards Math NA 86 83 91  
 Lrng Gains-Rdg. NA 67 71 77  
 Lrng Gains-Math NA 73 66 72  
 Gains-Rdg-25% NA 71 61 69  
 Gains-Math-25% NA 62 61 59

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Maureen O'Brien**

Full-time / School-based                      Years as Coach: 1                      Years at Current School: 0

**Areas**    Science

**Credentials**                                      MR K-12, Science 5-9, ESOL

**Performance Record**

2013 – School Grade D  
 Rdg. Proficiency, 32%  
 Math Proficiency, 35%  
 Rdg. Lrg. Gains, 55 points  
 Math Lrg. Gains, 54 points  
 Rdg. Imp. of Lowest 25% -  
 53 points  
 Math Imp. of Lowest 25% -  
 62 points  
 Rdg. AMO – 48  
 Math AMO–44  
 '12 '11 '10 '09  
 School Grade D C C B  
 AYP NA N N N  
 High Standards Rdg. 34 49 51 50  
 High Standards Math 35 45 49 50  
 Lrng Gains-Rdg. 61 62 60 67  
 Lrng Gains-Math 63 63 61 68  
 Gains-Rdg-25% 70 70 67 76  
 Gains-Math-25% 67 68 58 76

<b>Sheryl Tucker</b>		
<b>Full-time / School-based</b>	<b>Years as Coach: 1</b>	<b>Years at Current School: 0</b>
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Mathematics 5-9, Elementary K-6	
<b>Performance Record</b>	2013 – School Grade (Pending) Rdg. Proficiency, 36% Math Proficiency, 44% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 77 points Rdg. AMO – 45 Math AMO–44 '12 '11 '10 '09 School Grade X, A, D, X AYP N N N X High Standards Rdg. 33 29 25 X High Standards Math 39 60 55 X Lrng Gains-Rdg. 59 45 44 X Lrng Gains-Math 58 68 75 X Gains-Rdg-25% 63 49 40 X Gains-Math-25% 68 65 77 X	

**Classroom Teachers**

<b># of classroom teachers</b>	73
<b># receiving effective rating or higher</b>	0, 0%
<b># Highly Qualified Teachers</b>	63%
<b># certified in-field</b>	60, 82%
<b># ESOL endorsed</b>	34, 47%
<b># reading endorsed</b>	8, 11%
<b># with advanced degrees</b>	27, 37%
<b># National Board Certified</b>	0, 0%

**# first-year teachers**

3, 4%

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

5, 7%

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

54, 74%

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

11, 15%

**Education Paraprofessionals****# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

Provide leadership opportunities for teachers.  
Partnering new teachers with veteran instructional personnel.  
Recognition and celebration of achievements.

**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**

Put together a master scheduling cohort to see if teachers can be placed in teaching assignments which lie within their areas of certification.

**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**

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

1. Holding regular team meetings to evaluate problem area for specific students/groups.
2. Develop a plan on how we will know if students have made expected levels of progress towards proficiency and then monitor response.
3. Respond when grades, subject areas, classes, or individual students have not shown a positive response.
4. Respond when students are demonstrating positive responses or have met proficiency by raising goals or providing enrichment respectively.
5. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
6. Ensure that students that do not demonstrate improvement move to Tier 2 interventions and receive appropriate intervention and support.

Our MTSS Leadership Team use the Tier 2 Problem Solving process to provide additional instructional and/or behavioral support by using supplemental instruction and intervention aligned with effective core instruction and behavioral supports to groups of targeted students.

Our MTSS Leadership Team will meet after every district interim assessment to review ongoing progress monitoring to evaluate group and individual student response.

Where there is not an overall positive student or group response, the team will evaluate:

Select students (see SST guidelines) in order to move students/groups into Tier 3 intervention

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

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

#### Tier 1(Leadership Team)

Administrator(s) Ms. Argilagos, Ms. Hernandez, Mr. Pendergrass will schedule and facilitate regular Rtl meetings, ensuring attendance of team members, follow up of action steps, and allocation of resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- Literacy Leader (pending), Math Leader (Ms. Tucker), Science Leader (Ms. O'Brien), Special Education program specialist (Ms. Prado), ESOL Chair (Ms. Martinez)

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (after every district interim assessment) to review consensus, infrastructure, and implementation of building level MTSS.

#### Tier 2

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

- Literacy Leader (pending), Math Leader (Ms. Tucker), Science Leader (Ms. O'Brien),
- Special Education program specialist (Ms. Prado),
- ESOL Chair (Ms. Martinez)
- School guidance counselors (Ms. Perry, Ms. Santiago)
- School psychologist (Dr. Dunaway)
- School social worker (Ms. Bermudez)

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

#### Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team (Mr. Pendergrass, Ms. Prado), and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets documents will be used to guide and support any academic or behavioral goals listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
  - adjust the delivery of curriculum and instruction to meet the specific needs of students
  - adjust the delivery of behavior management system
  - adjust the allocation of school-based resources
  - drive decisions regarding targeted professional development
  - create student growth trajectories in order to identify and develop interventions

#### 2. Managed data will include:

##### Academic:

- FAIR assessment
- PMRN data
- Edusoft reports for ongoing progress monitoring assessments
- Edusoft reports for District Interim assessments
- FCAT data
- CELLA data
- Student grades
- Voyager
- Wonder Works
- Math Reflex
- School site specific assessments

##### Behavior:

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals per quarter
- Attendance

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

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

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure and implementation with the goal of reaching a rating of at least 80% MTSS implementation in the school.

Tools :

- Consensus (Beliefs on Rtl Scale and Perceptions of Practices Survey)
- Infrastructure (Perceptions of Rtl Skills Survey and Coaching Evaluation Survey)
- Implementation (Tier I and II Observation Checklist Tier I and II Critical Components Checklist, Problem-Solving Team Meeting Checklists – Initial & Follow-Up Version, and Tier III Critical Components Checklist)

### 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:** 0

Students: One hour after school tutoring every day to assist in home learning assignments.

Teachers: One hour of Common Planning weekly. One hour of professional development bi-weekly.

#### Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

The after school tutors are responsible for keeping a log of students name and securing appropriate progress monitoring data as well as conferring with the teachers of their students.

Teachers will interpret student progress monitoring data to determine the progress of students.

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

Teachers will interpret student progress monitoring data to determine the progress of students.

### Literacy Leadership Team (LLT)

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

Name	Title
Maria Medina	Principal
Janet Argilagos	Assistant Principal
Wendy Parker	Secondary Language Arts Department Chair
Ellisa Lugo	4th grade Language Arts Department Chair
Jessica Adams	5th grade Language Arts Department Chair
Robert Dinsmore	Secondary Reading Department Chair
Yamberli Cruz	Testing and Data Chair



### **How the school-based LLT functions**

- Create capacity of reading knowledge with the school
- Focus on areas of literacy concern across the school

### **Major initiatives of the LLT**

The major initiatives of the SDMS LLT, in alignment with the CCRP, will include:

- Instructional Focus Calendars (Reading, Mathematics, and Science)
- Vocabulary Word of the Day
- Implementation of Writing across disciplines

## **Every Teacher Contributes to Reading Instruction**

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

During subject area meetings all teachers:

- Are given copies of the benchmarks addressed in Language Arts to be infused in their day to day lessons.
- Are given reading data results to all district assessments and all weak benchmarks are identified in order to address the weaknesses through targeted strategies.

## 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	50%	39%	No	55%
American Indian				
Asian	62%	0%	No	65%
Black/African American	48%	37%	No	54%
Hispanic	48%	38%	No	53%
White	60%	57%	No	64%
English language learners	41%	24%	No	47%
Students with disabilities	33%	21%	No	39%
Economically disadvantaged	48%	37%	No	53%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	292	24%	36%
Students scoring at or above Achievement Level 4	174	14%	19%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		19%
Students scoring at or above Level 7	17	59%	59%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		56%	60%
Students in lowest 25% making learning gains (FCAT 2.0)		56%	60%

**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)	210	65%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	93	29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	85	26%	33%

**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	163	33%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	41%	No	57%
American Indian				
Asian	70%	0%	No	73%
Black/African American	46%	26%	No	51%
Hispanic	50%	41%	No	55%
White	64%	57%	No	68%
English language learners	43%	34%	No	49%
Students with disabilities	37%	26%	No	43%
Economically disadvantaged	50%	40%	No	55%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	280	25%	40%
Students scoring at or above Achievement Level 4	127	11%	17%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		33%
Students scoring at or above Level 7	13	45%	46%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		56%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		62%	66%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		86%	87%
Middle school performance on high school EOC and industry certifications		80%	82%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	56%	58%
Students scoring at or above Achievement Level 4	20	23%	24%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	18%	23%
Students scoring at or above Achievement Level 4	15	7%	9%

**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	46	17%	22%
Students scoring at or above Achievement Level 4	21	8%	10%

**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)	1		2
Participation in STEM-related experiences provided for students	1	100%	100%

**Area 8: Early Warning Systems****Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	192	14%	13%
Students who fail a mathematics course	87	11%	10%
Students who fail an English Language Arts course	21	3%	2%
Students who fail two or more courses in any subject	53	6%	5%
Students who receive two or more behavior referrals	140	11%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	65	5%	4%

**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 PIP

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
See PIP			

## Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading Test indicates that 39% of students achieved proficiency. Our goal is to increase over-all student proficiency by 16 percentage points to 55% while each group reaches their 2014 target.
- G2.** The results of the 2013 FCAT 2.0 Writing Test indicates that 33% of combined students scored at a 3.5 or above. Our goal is to increase by 17 percentage points to 40%.
- G3.** The results of the 2013 FCAT 2.0 Mathematics Test indicates that 41% of students achieved proficiency. Our goal is to increase over-all student proficiency by 16 percentage points to 57% while each group reaches their 2014 target.
- G4.** Our goal for the 2013 – 2014 school year is to increase level 3 student proficiency by 9 percentage points to 58% and level 4-5 student proficiency by 4 percentage points to 24%
- G5.** Monitor & support implementation of rigorous activities & high order questioning strategies. Promote the use of instructional technology to enhance and re-mediate student conceptual understanding of topics being addressed.
- G6.** Monitor & support implementation of rigorous activities & high order questioning strategies. Promote the use of instructional technology to enhance and re-mediate student conceptual understanding of topics being addressed.
- G7.** To participate in the National Engineers Week Future City Competition.
- G8.** Systematically monitor plans in place that address attendance and student behavior. Develop plan to monitor student failure.
- G9.** See PIP

## Goals Detail

**G1.** The results of the 2013 FCAT 2.0 Reading Test indicates that 39% of students achieved proficiency. Our goal is to increase over-all student proficiency by 16 percentage points to 55% while each group reaches their 2014 target.

## Targets Supported

### Resources Available to Support the Goal

- Students will be targeted using interim assessment data as well as in-house assessments and will be assisted through the “push-in” model of intervention. Students identified as not being proficient have been placed in Intensive Reading classes A computer lab schedule has been created to ensure the systematic and scheduled use of computer based programs. Teachers will receive guidance and support from ETO CSS personnel. Teachers will participate in systematic Common Planning Teachers will meet on a scheduled basis to engage in Professional development

### Targeted Barriers to Achieving the Goal

- Subgroups not making AMO on the FCAT 2.0 Assessment for 2013: • Black subgroup 2013 actual data is 37% proficiency. Target data is 54%. • Hispanic subgroup 2013 actual data is 38% proficiency. Target data is 53%. • White subgroup 2013 actual data is 57% proficiency. Target data is 64%. • ELL subgroup 2013 actual data is 24% proficiency. Target data is 47%. • SWD subgroup 2013 actual data is 21% proficiency. Target data is 39%. • ED subgroup 2013 actual data is 37% proficiency. Target data is 53%.
- Level 3 student actual data on the 2013 FCAT 2.0 Assessment is 24% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 36%.
- Level 4 and above student actual data on the 2013 FCAT 2.0 Assessment is 14% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 19%.
- An area of deficiency as noted on the 2013 administration of the FAA Reading test for FAA Levels 4-6 was Standard 5: Fluency in the Access Point strand Reading Process. Students lack the skills to Respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities. FAA Levels 4-6 students actual data is 17%. Target data for the 2013 FCAT 2.0 Assessment is 19%.
- An area of deficiency as noted on the 2013 administration of the FAA Reading test for FAA Levels 7 and above was Standard of Phonics/Reading Analysis Access Point strand Reading Process. Students lack the skills to recognize high frequency words with regular spellings. FAA Levels 4-6 students actual data is 59%. Target data for the 2013 FCAT 2.0 Assessment is 59%.
- Reading Learning Gains for all student actual data on the 2013 FCAT 2.0 Assessment is 56% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 60%.
- Reading Learning Gains for lowest 25% actual data on the 2013 FCAT 2.0 Assessment is 56% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 60%.
- CELLA Listening and Speaking actual data on the 2013 FCAT 2.0 Assessment is 65% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 69%.
- CELLA Reading actual data on the 2013 FCAT 2.0 Assessment is 29% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 36%.
- CELLA Writing actual data on the 2013 FCAT 2.0 Assessment is 26% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 33%.



## Plan to Monitor Progress Toward the Goal

Student Performance

### Person or Persons Responsible

Teacher, Instructional Coach, Administrator, Testing Chair, ETO

### Target Dates or Schedule:

On going

### Evidence of Completion:

Student work and data

**G2.** The results of the 2013 FCAT 2.0 Writing Test indicates that 33% of combined students scored at a 3.5 or above. Our goal is to increase by 17 percentage points to 40%.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Teachers will receive guidance and support from ETO CSS personnel. Teachers will participate in systematic Common Planning Teachers will meet on a scheduled basis to engage in Professional development Teachers will give students corrective feed back as well as model on a consistence basis throughout the entire writing process (i.e., pre-planning, drafting, conferencing, revising & publishing).

### Targeted Barriers to Achieving the Goal

- As noted on the 2013 administration of the FCAT 2.0 Writing Assessment 41% of the 4th grade students scored 3.5 or higher satisfactory performance points on narrative.
- Grade 4 FAA 4 and above: Teachers lack training to effectively implement Access Points. The use of visuals and technology has not been sufficiently present.
- As noted on the 2013 administration of the FCAT 2.0 Writing Assessment 26% of the 8th grade students scored 3.5 or higher satisfactory performance points on persuasive.
- Grade 8 FAA 4 and above: Teachers lack training to effectively implement Access Points. The use of visuals and technology has not been sufficiently present.

## Plan to Monitor Progress Toward the Goal

Student Performance

### Person or Persons Responsible

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### Target Dates or Schedule:

On going

### Evidence of Completion:

Student work and data

**G3.** The results of the 2013 FCAT 2.0 Mathematics Test indicates that 41% of students achieved proficiency. Our goal is to increase over-all student proficiency by 16 percentage points to 57% while each group reaches their 2014 target.

### Targets Supported

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

### Resources Available to Support the Goal

- Students will be targeted using interim assessment data as well as in-house assessments and will be assisted through the “push-in” or push-out model of intervention. Students who scored levels 1 or 2 on the FCAT 2.0 assessment have been placed in Intensive Math. A computer lab schedule has been created to ensure the systematic and scheduled use of computer based programs. Teachers will receive guidance and support from ETO CSS personnel. Teachers will participate in systematic Common Planning Teachers will meet on a scheduled basis to engage in Professional development

### Targeted Barriers to Achieving the Goal

- Subgroups not making AMO on the FCAT 2.0 Assessment for 2013:
  - Black subgroup 2013 actual data is 26% proficiency. Target data is 51%.
  - Hispanic subgroup 2013 actual data is 41% proficiency. Target data is 55%.
  - White subgroup 2013 actual data is 57% proficiency. Target data is 68%.
  - ELL subgroup 2013 actual data is 34% proficiency. Target data is 49%.
  - SWD subgroup 2013 actual data is 26% proficiency. Target data is 43%.
  - ED subgroup 2013 actual data is 40% proficiency. Target data is 55%.
- Appropriate and timely placement of students in interventions has been an obstacle.
- Level 3 student actual data on the 2013 FCAT 2.0 Assessment is 25% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 40%.
- Level 4 and above student actual data on the 2013 FCAT 2.0 Assessment is 11% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 17%.
- FAA Levels 4-6 students actual data is 31%. Target data for the 2013 FCAT 2.0 Assessment is 33%.
- FAA Levels 7-9 students actual data is 45%. Target data for the 2013 FCAT 2.0 Assessment is 46%.
- Mathematics Learning Gains for all student actual data on the 2013 FCAT 2.0 Assessment is 56% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 60%.
- Mathematics Learning Gains for lowest 25% actual data on the 2013 FCAT 2.0 Assessment is 62% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 66%.

### Plan to Monitor Progress Toward the Goal

Student Performance

#### Person or Persons Responsible

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

#### Target Dates or Schedule:

On going

#### Evidence of Completion:

Student work and data

**G4.** Our goal for the 2013 – 2014 school year is to increase level 3 student proficiency by 9 percentage points to 58% and level 4-5 student proficiency by 4 percentage points to 24%

**Targets Supported**

- Algebra 1 EOC

**Resources Available to Support the Goal**

- Students will be targeted using interim assessment data as well as in-house assessments and will be assisted through the “push-in” model of intervention. Teachers will receive guidance and support from ETO CSS personnel. Teachers will participate in systematic Common Planning Teachers will meet on a scheduled basis to engage in Professional development

**Targeted Barriers to Achieving the Goal**

- Level 3 student actual data on the 2013 Algebra 1 EOC Assessment is 56% proficiency. Target data for the 2013 Algebra 1 EOC Assessment is 58%.
- Levels 4&5 student actual data on the 2013 Algebra 1 EOC Assessment is 23% proficiency. Target data for the 2013 Algebra 1 EOC Assessment is 24%.

**Plan to Monitor Progress Toward the Goal**

Student Performance

**Person or Persons Responsible**

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

**Target Dates or Schedule:**

On going

**Evidence of Completion:**

Student work and data

**G5.** Monitor & support implementation of rigorous activities & high order questioning strategies. Promote the use of instructional technology to enhance and re-mediate student conceptual understanding of topics being addressed.

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- Students will be targeted using interim assessment data as well as in-house assessments and will be assisted through the “push-in” model of intervention. Students scoring levels 4 or 5 on the Reading FCAT 2.0 Assessment are attending a Science enrichment class on a daily basis. Teachers will receive guidance and support from ETO CSS personnel. Teachers will participate in systematic Common Planning Teachers will meet on a scheduled basis to engage in Professional development

**Targeted Barriers to Achieving the Goal**

- Level 3 student actual data on the 2013 FCAT 2.0 Assessment is 18% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 23%. Some teachers have difficulties with the push-in model of intervention. Teachers are new to the systematic Common Planning process.
- Level 4-5 student actual data on the 2013 FCAT 2.0 Assessment is 7% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 9%. Some teachers have difficulties with the push-in model of intervention. Teachers are new to the systematic Common Planning process.

**Plan to Monitor Progress Toward the Goal**

Student Performance

**Person or Persons Responsible**

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

**Target Dates or Schedule:**

On going

**Evidence of Completion:**

Student work and data

**G6.** Monitor & support implementation of rigorous activities & high order questioning strategies. Promote the use of instructional technology to enhance and re-mediate student conceptual understanding of topics being addressed.

### Targets Supported

- Science - Middle School

### Resources Available to Support the Goal

- Students will be targeted using interim assessment data as well as in-house assessments and will be assisted through the “push-in” model of intervention. Students who scored levels 4 or 5 on the FCAT 2.0 Reading Assessment have been targeted to participate in a Science Enrichment course on a daily basis. Teachers will receive guidance and support from ETO CSS personnel. Teachers will participate in systematic Common Planning Teachers will meet on a scheduled basis to engage in Professional development

### Targeted Barriers to Achieving the Goal

- Level 3 student actual data on the 2013 FCAT 2.0 Assessment is 17% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 22%. Some teachers have difficulties with the push-in model of intervention. Teachers are new to the systematic Common Planning process.
- Level 4-5 student actual data on the 2013 FCAT 2.0 Assessment is 8% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 10%. Some teachers have difficulties with the push-in model of intervention. Teachers are new to the systematic Common Planning process.

### Plan to Monitor Progress Toward the Goal

Student Performance

#### Person or Persons Responsible

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

#### Target Dates or Schedule:

On going

#### Evidence of Completion:

Student work and data

**G7.** To participate in the National Engineers Week Future City Competition.

### Targets Supported

- STEM
- STEM - All Levels

### Resources Available to Support the Goal

- The students from the Engineering program have use of the computer lab on a daily basis.

### Targeted Barriers to Achieving the Goal

- The school will need access to the SIM City program.

### Plan to Monitor Progress Toward the Goal

Monitoring of the computer based program will be done on a regular basis.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Student work/progress

**G8.** Systematically monitor plans in place that address attendance and student behavior. Develop plan to monitor student failure.

**Targets Supported**

- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- Computer generated reports on attendance and suspension. Student failure report.

**Targeted Barriers to Achieving the Goal**

- Attendance: Students who do not have immunizations up to date are unable to attend school.
- Failure: No plan is in place that addresses student failure.
- Suspension: The school lacks opportunities for recognition of positive behavior.

### Plan to Monitor Progress Toward the Goal

AP and counselors will adhere to plan of attendance in place.

**Person or Persons Responsible**

AP and counselors

**Target Dates or Schedule:**

Bi-weekly

**Evidence of Completion:**

Bi-weekly follow-up.

**G9.** See PIP

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- See PIP

**Targeted Barriers to Achieving the Goal**

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results of the 2013 FCAT 2.0 Reading Test indicates that 39% of students achieved proficiency. Our goal is to increase over-all student proficiency by 16 percentage points to 55% while each group reaches their 2014 target.

**G1.B1** Subgroups not making AMO on the FCAT 2.0 Assessment for 2013: • Black subgroup 2013 actual data is 37% proficiency. Target data is 54%. • Hispanic subgroup 2013 actual data is 38% proficiency. Target data is 53%. • White subgroup 2013 actual data is 57% proficiency. Target data is 64%. • ELL subgroup 2013 actual data is 24% proficiency. Target data is 47%. • SWD subgroup 2013 actual data is 21% proficiency. Target data is 39%. • ED subgroup 2013 actual data is 37% proficiency. Target data is 53%.

**G1.B1.S1** 4th and 5th grades: Plan for and deliver lessons that follow an instructional routine. 6th - 8th grades: Infuse systems decided on in Common Planning into all Reading, Language Arts, ESOL, Writing, and Social Studies classrooms to facilitate systematic instruction during whole group and differentiated instruction. Incorporate explicit, systematic instruction in all core content areas through the Gradual Release Model.) Utilize common planning and/or lesson study to develop effective instructional strategies, evaluate student work, and share best practices.)

### Action Step 1

4th and 5th grades: Implement and monitor clear and aligned lessons that follow instructional routines that include: a. setting the purpose of instruction b. following the model of explicit instruction demonstrating gradual release c. incorporating small group instruction based on current and relevant data d. incorporating closure of the lesson 6th - 8th grades: CSS's will model explicit and systematic instruction strategies presented during common planning in the literacy classes of teachers with the highest need to begin first with the implementation of the coaching cycle.

### Person or Persons Responsible

4th and 5th grades: Teachers Instructional Coach ETO CSS 6th - 8th grades: Instructional Coach (TBA) State CSS ETO CSS

### Target Dates or Schedule

4th and 5th grades: 10/11/13 6th - 8th grades: 9/24/13

### Evidence of Completion

4th and 5th grades : Lesson Plans reflecting instructional framework , Differentiated Instruction Rosters 6th - 8th grades: Coaching Logs, Coach's note-making/note-taking



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

Class observations

### **Person or Persons Responsible**

Administrators, Instructional Coaches, ETO CSS

### **Target Dates or Schedule**

On going

### **Evidence of Completion**

Observation, Lesson plans

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

Student Performance

### **Person or Persons Responsible**

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### **Target Dates or Schedule**

On going

### **Evidence of Completion**

Student work and data

**G1.B2** Level 3 student actual data on the 2013 FCAT 2.0 Assessment is 24% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 36%.

**G1.B2.S1** 4th and 5th grades: Plan for and deliver lessons that follow an instructional routine. 6th, 7th, 8th Grade: Infuse systems decided on in Common Planning into all Reading and Language Arts classrooms to facilitate systematic instruction during whole group and differentiated instruction. Incorporate explicit, systematic instruction in all core content areas through the Gradual Release Model. Utilize common planning and/or lesson study to develop effective instructional strategies, evaluate student work, and share best practices.

### **Action Step 1**

Grades 4 & 5: Conduct coaching cycles and model lessons that follow instructional routines during instruction based on teacher need. Teachers in need of intensive support should receive a full cycle on the Gradual Release Model. Grades 6-8: CSS will conduct a professional development during common planning on systematic and explicit instruction (through the Gradual Release Model) that will result in student engagement. In addition, CSS will facilitate a common planning session from bell-to-bell to model CP process and framework for the coach. Systematic-Instruction followed by explicit systems and daily implementations of instructional protocols. Explicit- "I do", "We do", "You do".

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

Grades 4 & 5: Instructional Coach ETO/CSS Grades 6-8: Instructional Coach (TBA)/Language Arts Department chair/CSS

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

Grades 4 & 5: 11/1/13 Grades 6-8: 9/30/13

#### **Evidence of Completion**

Grades 4 & 5: Coaching Calendar Coaching Logs Debriefing Logs Grades 6-8: Professional Development Roster/ Sign-in Sheet/Professional Development Agenda/Documentation of Systems Suggested such as handouts provided and PPT/Coaching Logs/CSS log.

#### **Facilitator:**

ETO CSS

#### **Participants:**

Reading and Language Arts teachers

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

Class observations

### **Person or Persons Responsible**

Administrators, Instructional Coaches, ETO CSS

### **Target Dates or Schedule**

On going

### **Evidence of Completion**

Observation, Lesson plans

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

Student Performance

### **Person or Persons Responsible**

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### **Target Dates or Schedule**

On going

### **Evidence of Completion**

Student work and data

**G1.B3** Level 4 and above student actual data on the 2013 FCAT 2.0 Assessment is 14% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 19%.

**G1.B3.S1** 4th and 5th grades: Plan for and deliver lessons that follow an instructional routine. 6th, 7th, 8th Grade: Infuse systems decided on in Common Planning into all Reading and Language Arts classrooms to facilitate systematic instruction during whole group and differentiated instruction. Incorporate explicit, systematic instruction in all core content areas through the Gradual Release Model. Utilize common planning and/or lesson study to develop effective instructional strategies, evaluate student work, and share best practices.

### **Action Step 1**

Grades 4 & 5: Follow up on the implementing and monitoring of clear and aligned lessons that follow instructional routines , identifying and providing additional coaching support for teachers in need.

Grades 6-8: During common planning ETO CSS will review and disseminate ETO ELL framework, lesson plan format, and pacing guides with all teachers to implement explicit and systematic instruction

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

Grades 4 & 5: Principal Assistant Principal Grades 6-8: Instructional Coach (TBA) Dept. Chairperson ETO ELL CSS

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

Grades 4 & 5: 10/18/13 Grades 6-8: 10/12/13

#### **Evidence of Completion**

Grades 4 & 5: Walkthrough documentation Lesson Plans Student Discourse Grades 6-8: Coaching Logs Common planning agenda & sign-in

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

Class observations

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

Administrators, Instructional Coaches, ETO CSS

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

On going

#### **Evidence of Completion**

Observation, Lesson plans

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

Student Performance

### Person or Persons Responsible

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### Target Dates or Schedule

On going

### Evidence of Completion

Student work and data

**G1.B4** An area of deficiency as noted on the 2013 administration of the FAA Reading test for FAA Levels 4-6 was Standard 5: Fluency in the Access Point strand Reading Process. Students lack the skills to Respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities. FAA Levels 4-6 students actual data is 17%. Target data for the 2013 FCAT 2.0 Assessment is 19%.

**G1.B4.S1** Grades 4-8: The use of picture walks should be used to assist students in making predictions of a reading selection. Students must have continuous review/practice when learning reading concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

### Action Step 1

Monitor on-going classroom assessments to ensure students are making sufficient progress to meet school-wide goals. Classroom Observations / Walk-through and review of student work folders.

### Person or Persons Responsible

Administration Literacy Leadership Team Teachers

### Target Dates or Schedule

Formative Assessments: District Interims Tri-Weekly Access Point Assessments Student work

### Evidence of Completion

Student work

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

Class observations

### **Person or Persons Responsible**

Administrators, Instructional Coaches, ETO CSS

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Observation, Lesson plans

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

Student Performance

### **Person or Persons Responsible**

Teacher, Instructional Coach, Administrator, Testing Chair, ETO

### **Target Dates or Schedule**

On going

### **Evidence of Completion**

Student work and data

**G1.B5** An area of deficiency as noted on the 2013 administration of the FAA Reading test for FAA Levels 7 and above was Standard of Phonics/Reading Analysis Access Point strand Reading Process. Students lack the skills to recognize high frequency words with regular spellings. FAA Levels 4-6 students actual data is 59%. Target data for the 2013 FCAT 2.0 Assessment is 59%.

**G1.B5.S1** Grades 4-8: Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention. Students must have continuous review/practice when learning reading concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

**Action Step 1**

Monitor on-going classroom assessments to ensure students are making sufficient progress to meet school-wide goals. Classroom Observations /Walk through and review of student work folders.

**Person or Persons Responsible**

Administration Literacy Leadership Team Teachers

**Target Dates or Schedule**

On going

**Evidence of Completion**

Formative Assessments: District Interims Tri-Weekly Access Point Assessments

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

Class observations

**Person or Persons Responsible**

Administrators, Instructional Coaches, ETO CSS

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Observation, Lesson plans

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

Student Performance

### Person or Persons Responsible

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### Target Dates or Schedule

On going

### Evidence of Completion

Student work and data

**G1.B6** Reading Learning Gains for all student actual data on the 2013 FCAT 2.0 Assessment is 56% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 60%.

**G1.B6.S1** 4th and 5th grades: Plan for and deliver lessons that follow an instructional routine. 6th, 7th, 8th Grade: Infuse systems decided on in Common Planning into all Reading and Language Arts classrooms to facilitate systematic instruction during whole group and differentiated instruction. Incorporate explicit, systematic instruction in all core content areas through the Gradual Release Model. Utilize common planning and/or lesson study to develop effective instructional strategies, evaluate student work, and share best practices.

### Action Step 1

Grades 4 and 5 - Implement and monitor clear and aligned lessons that follow instructional routines that include: a. setting the purpose of instruction b. following the model of explicit instruction demonstrating gradual release c. incorporating small group instruction based on current and relevant data d. incorporating closure of the lesson Grades 6 - 8: Implement a professional development during common planning which includes a modified instructional framework that leads itself to unwrapping of the benchmark.

### Person or Persons Responsible

Grades 4 and 5: Teachers Instructional Coach ETO CSS Grades 6 - 8: APC Instructional Coach(TBA) CSS

### Target Dates or Schedule

Grades 4 and 5: 10/11/13 Grades 6 - 8: 9/11/13

### Evidence of Completion

Grades 4 and 5: Lesson Plans reflecting instructional framework, Differentiated Instruction Rosters  
Grades 6 - 8: Walkthrough documentation (coach's note-making/note-taking) Common planning sign-in and agenda



## Action Step 2

Grades 4 and 5: Follow up on the implementing and monitoring of clear and aligned lessons that follow instructional routines , identifying and providing additional coaching support for teachers in need. Grades 6 - 8: APC, Instructional coach, and dept. chair will develop a framework for common planning based on the recommendations of the professional development provided by ETO.

### Person or Persons Responsible

Grades 4 and 5: Principal Assistant Principal  
Grades 6 - 8: APC Instructional Coach (TBA)  
Language Arts Dept. Chair CSS

### Target Dates or Schedule

Grades 4 and 5: 10/18/13 Grades 6 - 8: 9/13/13

### Evidence of Completion

Grades 4 and 5: Walkthrough documentation Lesson Plans Student Discourse  
Grades 6 - 8: Document emailed to CSS and ED

## Action Step 3

Grades 4 and 5: Conduct coaching cycles and model lessons that follow instructional routines during instruction based on teacher need. Teachers in need of intensive support should receive a full cycle on the Gradual Release Model. Grades 6 - 8: CSS will conduct a professional development during common planning on systematic and explicit instruction (through the Gradual Release Model) that will result in student engagement. In addition, CSS will facilitate a common planning session from bell-to-bell to model CP process and framework for the coach. (Systematic- Instruction followed by explicit systems and daily implementations of instructional protocols. Explicit- "I do", "We do", "You do"

### Person or Persons Responsible

Grades 4 and 5: Instructional Coach, ETO CSS  
Grades 6 - 8: Instructional Coach Language Arts  
Dept. Chair CSS

### Target Dates or Schedule

Grades 4 and 5: 11/1/13 Grades 6 - 8: 9/30/13

### Evidence of Completion

Grades 4 and 5: Coaching Calendar Coaching Logs Debriefing Logs  
Grades 6 - 8: Professional Development Roster/ Sign-in Sheet Professional Development Agenda Documentation of Systems Suggested such as handouts provided and PPT Coaching Logs CSS log

### Facilitator:

ETO CSS

### Participants:

Reading and language Arts teachers, AP

#### **Action Step 4**

Grades 4 and 5: Conduct classroom walkthroughs to monitor the effective use of lessons that follow instructional routines in the classroom. Grades 6 - 8: CSS's will model explicit and systematic instruction strategies presented during common planning in the literacy classes of teachers with the highest need to begin first with the implementation of the coaching cycle.

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

Grades 4 and 5: Principal, Assistant Principal Grades 6 - 8: Instructional Coach (TBA) State CSS ETO CSS

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

Grades 4 and 5: 11/6/13 Grades 6 - 8: 9/24/13

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

Grades 4 and 5: Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document Grades 6 - 8: Coaching Logs Coach's note-making/note-taking

#### **Action Step 5**

Grades 4 and 5: Debrief with the instructional coaches on the implementation of teachers use of lesson planning and delivery to include explicit instruction and the Gradual Release model and collaboratively determine next steps based on the debrief. Grades 6 - 8: During common planning ETO CSS will review and disseminate ETO ELL framework, lesson plan format, and pacing guides with all teachers to implement explicit and systematic instruction

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

Grades 4 and 5: Principal Assistant Principal Instructional Coach Grades 6 - 8: Instructional Coach (TBA) Dept. Chairperson ETO ELL CSS

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

Grades 4 and 5: 11/8/13 Grades 6 - 8: 10/12/13

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

Grades 4 and 5: Walkthrough documentation Coach/Administration feedback notes Development of next steps (for teachers in need of support) Grades 6 - 8: Coaching Logs Common planning agenda & sign-in

### **Action Step 6**

Grades 4 and 5: Consistently monitor implementation of the use of lesson planning and delivery to include explicit instruction and the Gradual Release model to meet student needs. Grades 6 - 8: Department Chairperson of ELL and ETO ELL CSS will assist teachers to develop a student friendly environment with labels and visuals to promote oral language, student engagement, technology, and student accountable talk for explicit, systematic instruction. Monitored by the APC

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

Grades 4 and 5: Principal Assistant Principal Instructional Supervisor Executive Director  
Grades 6 - 8: APC Instructional Coach(TBA) ETO ELL CSS Department Chairperson of ELL

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

Grades 4 and 5: ongoing Grades 6 - 8:10/12/13

#### **Evidence of Completion**

Grades 4 and 5: Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document Implementation Plan  
Grades 6 - 8: Walkthrough documentation (coach's note-making/note-taking) Coaching Logs

### **Action Step 7**

Grades 6 - 8: Administration will attend common planning sessions that will be facilitated by Instructional support personnel at the school site.

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

Grades 6 - 8: APC Instructional coach(TBA) Principal ETO ED

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

Grades 6 - 8: 9/6/13-10/3/13

#### **Evidence of Completion**

Grades 6 - 8: Coach logs Professional Development Roster/ Sign-in Sheet Professional Development Agenda CP agenda and sign-in

### **Action Step 8**

Grades 6 - 8: The writing process will be supported through common planning to address the needs of the teachers/students in all Language Arts classes. The focus of the writing process will be on pre-writing and drafting. Evidence of writing should also be evident through the 8th grade Social Studies classes.

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

Grades 6 - 8: APC Instructional Coach(TBA) Writing CSS

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

Grades 6 - 8: 9/6/13 – 10/3/13

#### **Evidence of Completion**

Grades 6 - 8: Coach log Student portfolios Journals Posted student work with explicit corrective feedback

### **Action Step 9**

Grades 6 - 8: Provide a professional development on explicit corrective feedback during common planning by using student authentic work for all content areas.

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

Grades 6 - 8: APC Writing CSS Social Studies CSS

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

Grades 6 - 8: 9/26/13

#### **Evidence of Completion**

Professional development agenda/sign-in

#### **Facilitator:**

ETO CSS

#### **Participants:**

Reading and Language Arts teachers, AP

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

Class observations

### **Person or Persons Responsible**

Administrators, Instructional Coaches, ETO CSS

### **Target Dates or Schedule**

On going

### **Evidence of Completion**

Observation, Lesson plans

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

Student Performance

### **Person or Persons Responsible**

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### **Target Dates or Schedule**

On going

### **Evidence of Completion**

On going

**G1.B7** Reading Learning Gains for lowest 25% actual data on the 2013 FCAT 2.0 Assessment is 56% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 60%.

**G1.B7.S1** 4th and 5th grades: Consistently monitor student data to create groups for push in and/or pull out intervention. Infuse systems decided on in Common Planning into all Reading and Language Arts classrooms to facilitate systematic instruction during whole group and differentiated instruction. Incorporate explicit, systematic instruction in all core content areas through the Gradual Release Model. Utilize common planning and/or lesson study to develop effective instructional strategies, evaluate student work, and share best practices. 6th, 7th, 8th Grade: Consistently monitor student data to create groups for push in and/or pull out intervention. Infuse systems decided on in Common Planning into all Reading and Language Arts classrooms to facilitate systematic instruction during whole group and differentiated instruction. Incorporate explicit, systematic instruction in all core content areas through the Gradual Release Model. Utilize common planning and/or lesson study to develop effective instructional strategies, evaluate student work, and share best practices.

### **Action Step 1**

Grades 4 and 5: Implement and monitor clear and aligned lessons that follow instructional routines that include: a. setting the purpose of instruction b. following the model of explicit instruction demonstrating gradual release c. incorporating small group instruction based on current and relevant data d. incorporating closure of the lesson Grades 6 - 8: Conduct a professional development on a department wide common planning structures

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

Grades 4 and 5: Teachers Instructional Coach ETO CSS Grades 6 - 8: Sheryl Tucker

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

Grades 4 and 5: 10/11/13 Grades 6 - 8: September 14th, 2013

#### **Evidence of Completion**

Grades 4 and 5: Lesson Plans reflecting instructional framework, Differentiated Instruction Rosters  
Grades 6 - 8: Professional development rosters, Professional development materials , (PD presentation, handouts, materials)

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

Class observations

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

Administrators, Instructional Coaches, ETO CSS

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

: On going

#### **Evidence of Completion**

Observation, Lesson plans

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

Student Performance

### Person or Persons Responsible

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### Target Dates or Schedule

On going

### Evidence of Completion

Student work and data

**G1.B8** CELLA Listening and Speaking actual data on the 2013 FCAT 2.0 Assessment is 65% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 69%.

**G1.B8.S1** Grades 4&8: Plan for and deliver lessons that follow an instructional routine. Grades 6-8: Infuse systems decided on in Common Planning into all ESOL classrooms to facilitate systematic instruction during whole group and differentiated instruction. Incorporate explicit, systematic instruction in all core content areas through the Gradual Release Model. Utilize common planning and/or lesson study to develop effective instructional strategies, evaluate student work, and share best practices.

### Action Step 1

Grades 4&5: Follow up on the implementing and monitoring of clear and aligned lessons that follow instructional routines , identifying and providing additional coaching support for teachers in need.

### Person or Persons Responsible

Grades 4&5: Principal, Assistant Principal

### Target Dates or Schedule

Grades 4&5: 10/18/13

### Evidence of Completion

Grades 4&5: Walkthrough documentation Lesson Plans Student Discourse

## Action Step 2

Grades 4&5: Conduct coaching cycles and model lessons that follow instructional routines during instruction based on teacher need. Teachers in need of intensive support should receive a full cycle on the Gradual Release Model.

### Person or Persons Responsible

Grades 4&5: Instructional Coach, ETO CSS

### Target Dates or Schedule

Grades 4&5: 11/1/13

### Evidence of Completion

Grades 4&5: Coaching Calendar Coaching Logs Debriefing Logs

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

Class observations

### Person or Persons Responsible

Administrators, Instructional Coaches, ETO CSS

### Target Dates or Schedule

On going

### Evidence of Completion

Observation, Lesson plans

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

Student Performance

### Person or Persons Responsible

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### Target Dates or Schedule

On going

### Evidence of Completion

Student work and data



**G1.B9** CELLA Reading actual data on the 2013 FCAT 2.0 Assessment is 29% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 36%.

**G1.B9.S1** Grades 4&5: Plan for and deliver lessons that follow an instructional routine. Grades 6-8: Infuse systems decided on in Common Planning into all ESOL classrooms to facilitate systematic instruction during whole group and differentiated instruction. Incorporate explicit, systematic instruction through the Gradual Release Model. Utilize common planning and/or lesson study to develop effective instructional strategies, evaluate student work, and share best practices.

**Action Step 1**

Grades 4&5: Follow up on the implementing and monitoring of clear and aligned lessons that follow instructional routines , identifying and providing additional coaching support for teachers in need.

**Person or Persons Responsible**

Grades 4&5: Principal, Assistant Principal

**Target Dates or Schedule**

Grades 4&5: 10/18/13

**Evidence of Completion**

Grades 4&5: Walkthrough documentation Lesson Plans Student Discourse

**Action Step 2**

Grades 4&5: Conduct coaching cycles and model lessons that follow instructional routines during instruction based on teacher need. Teachers in need of intensive support should receive a full cycle on the Gradual Release Model.

**Person or Persons Responsible**

Grades 4&5: Instructional Coach, ETO CSS

**Target Dates or Schedule**

Grades 4&5: 11/1/13

**Evidence of Completion**

Grades 4&5: Coaching Calendar Coaching Logs Debriefing Logs

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

Class observations

### **Person or Persons Responsible**

Administrators, Instructional Coaches, ETO CSS

### **Target Dates or Schedule**

On going

### **Evidence of Completion**

Observation, Lesson plans

## Plan to Monitor Effectiveness of G1.B9.S1

Student Performance

### **Person or Persons Responsible**

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### **Target Dates or Schedule**

On going

### **Evidence of Completion**

Student work and data

**G1.B10** CELLA Writing actual data on the 2013 FCAT 2.0 Assessment is 26% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 33%.

**G1.B10.S1** Grades 4&5: Provide instruction in the various modes of writing throughout the entire writing process (i.e., pre-planning, drafting, conferencing, revising & publishing). Grades 6-8: Infuse systems decided on in Common Planning into all ESOL classrooms to facilitate systematic instruction during whole group and differentiated instruction. Incorporate explicit, systematic instruction through the Gradual Release Model. Utilize common planning and/or lesson study to develop effective instructional strategies, evaluate student work, and share best practices.

### **Action Step 1**

Grade 4: Conduct coaching cycles to implement writing lessons that follow an instructional routine, allowing students to engage in the writing process, for teachers in need of support. Teachers in need of intensive support should receive a full cycle on the components of the writing process.

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

Grade 4: Instructional Coaches, ETO CSS

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

Grade 4: 11/1/13

#### **Evidence of Completion**

Grade 4: Coaching Calendar Coaching Log Debriefing Notes

### **Action Step 2**

Grade 4: Debrief with the instructional coach on the implementation of writing lessons that follow an instructional routine, allowing students to engage in the writing process. Collaboratively determine next steps based on the debriefing.

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

Grade 4: Principal Assistant Principal Instructional Supervisor

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

Grade 4: 11/8/13

#### **Evidence of Completion**

Grade 4: Coach/Administration debrief notes, Development of next steps (for teachers in need of additional support)

## Plan to Monitor Fidelity of Implementation of G1.B10.S1

: Class observations

### **Person or Persons Responsible**

Administrators, Instructional Coaches, ETO CSS

### **Target Dates or Schedule**

On going

### **Evidence of Completion**

Observation, Lesson plans

## Plan to Monitor Effectiveness of G1.B10.S1

Student Performance

### **Person or Persons Responsible**

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### **Target Dates or Schedule**

On going

### **Evidence of Completion**

Student work and data

**G2.** The results of the 2013 FCAT 2.0 Writing Test indicates that 33% of combined students scored at a 3.5 or above. Our goal is to increase by 17 percentage points to 40%.

**G2.B1** As noted on the 2013 administration of the FCAT 2.0 Writing Assessment 41% of the 4th grade students scored 3.5 or higher satisfactory performance points on narrative.

**G2.B1.S1** Provide instruction in the various modes of writing throughout the entire writing process (i.e., pre-planning, drafting, conferencing, revising & publishing).

**Action Step 1**

Plan for and implement writing lessons that follow an instructional routine, allowing students to engage in the writing process.

**Person or Persons Responsible**

Teachers Instructional Coaches

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Lesson Plans Anchor Charts Student Work Student Interactive Writing Journals

**Action Step 2**

Follow up on the implementation of writing lessons that follow an instructional routine, allowing students to engage in the writing process. Identify and provide additional coaching support for teachers in need.

**Person or Persons Responsible**

Principal, Assistant Principal

**Target Dates or Schedule**

10/18/13

**Evidence of Completion**

Walkthrough Documentation Lesson Plans Student Work Student Interactive Writing Journals

### **Action Step 3**

Conduct coaching cycles to implement writing lessons that follow an instructional routine, allowing students to engage in the writing process, for teachers in need of support. Teachers in need of intensive support should receive a full cycle on the components of the writing process.

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

Instructional Coaches, ETO CSS

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

11/1/13

#### **Evidence of Completion**

Coaching Calendar Coaching Log Debriefing Notes

### **Action Step 4**

Conduct classroom walkthroughs to monitor the implementation of writing lessons that follow an instructional routine, allowing students to engage in the writing process.

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

Principal Assistant Principal

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

11/6/13

#### **Evidence of Completion**

Walkthrough Documentation Administrative feedback and reflection on coaching logs ETO CSS feedback

### **Action Step 5**

Debrief with the instructional coach on the implementation of writing lessons that follow an instructional routine, allowing students to engage in the writing process. Collaboratively determine next steps based on the debriefing.

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

Principal Assistant Principal Instructional Supervisor

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

11/8/13

#### **Evidence of Completion**

Coach/Administration debrief notes Development of next steps (for teachers in need of additional support)

### **Action Step 6**

Consistently monitor the implementation of teachers' and their writing lessons that follow an instructional routine, allowing students to engage in the writing process to meet student needs.

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

Principal Assistant Principal Instructional Supervisor Executive Director

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

ongoing

#### **Evidence of Completion**

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO CSS feedback and reflection on support document Implementation Plan

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

Class observations

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

Administrators, Instructional Coaches, ETO CSS

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

On going

#### **Evidence of Completion**

Observation, Lesson plans

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

Student Performance

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

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

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

On going

#### **Evidence of Completion**

Student work and data

**G2.B2** Grade 4 FAA 4 and above: Teachers lack training to effectively implement Access Points. The use of visuals and technology has not been sufficiently present.

**G2.B2.S1** Train teachers to effectively implement Access Points. Allow students to dictate written responses. Use assistive technology for students that are unable to physically write. Students will have continuous repetition/practice when learning writing concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students will use graphic organizers with pictures to draft their writing ideas and develop creative writing through journalism, letter writing, and/or applications and resumes.

**Action Step 1**

Monitor on-going classroom assessments to ensure students are making sufficient progress to meet school-wide goals. Classroom Observations / Walkthroughs and review of student work folders.

**Person or Persons Responsible**

Administration Literacy Leadership Team Teachers

**Target Dates or Schedule**

On going

**Evidence of Completion**

Formative Assessments: District Interims Tri-Weekly Access Point Assessments Student work

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

Class observations

**Person or Persons Responsible**

Administrators, Instructional Coaches, ETO CSS

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Observation, Lesson plans



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

Student Performance

### Person or Persons Responsible

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### Target Dates or Schedule

On going

### Evidence of Completion

Student work and data

**G2.B3** As noted on the 2013 administration of the FCAT 2.0 Writing Assessment 26% of the 8th grade students scored 3.5 or higher satisfactory performance points on persuasive.

**G2.B3.S1** Provide instruction in the various modes of writing throughout the entire writing process (i.e., pre-planning, drafting, conferencing, revising & publishing).

### Action Step 1

The writing process will be supported through common planning to address the needs of the teachers/students in all Language Arts classes. The focus of the writing process will be on pre-writing and drafting. Evidence of writing should also be evident through the 8th grade Social Studies classes.

### Person or Persons Responsible

APC Instructional Coach(TBA) Writing CSS

### Target Dates or Schedule

9/6/13 – 10/3/13

### Evidence of Completion

• Coach log • Student portfolios • Journals • Posted student work with explicit corrective feedback

## Action Step 2

Provide a professional development on explicit corrective feedback during common planning by using student authentic work for all content areas.

### Person or Persons Responsible

APC Writing CSS Social Studies CSS

### Target Dates or Schedule

9/26/13

### Evidence of Completion

Professional development agenda/sign-in

### Facilitator:

ETO CSS

### Participants:

Language Arts teachers, AP

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

Class observations

### Person or Persons Responsible

Administrators, Instructional Coaches, ETO CSS

### Target Dates or Schedule

On going

### Evidence of Completion

: Observation, Lesson plans

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

Student Performance

### Person or Persons Responsible

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### Target Dates or Schedule

On going

### Evidence of Completion

Student work and data

**G2.B4** Grade 8 FAA 4 and above: Teachers lack training to effectively implement Access Points. The use of visuals and technology has not been sufficiently present.

**G2.B4.S1** Train teachers to effectively implement Access Points. Allow students to dictate written responses. Use assistive technology for students that are unable to physically write. Students will have continuous repetition/practice when learning writing concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students will use graphic organizers with pictures to draft their writing ideas and develop creative writing through journalism, letter writing, and/or applications and resumes.

**Action Step 1**

Monitor on-going classroom assessments to ensure students are making sufficient progress to meet school-wide goals. Classroom Observations / Walkthroughs and review of student work folders.

**Person or Persons Responsible**

Administration Literacy Leadership Team Teachers

**Target Dates or Schedule**

On going

**Evidence of Completion**

Formative Assessments: District Interims Tri-Weekly Access Point Assessments Student work

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

Class observations

**Person or Persons Responsible**

Administrators, Instructional Coaches, ETO CSS

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Observation, Lesson plans

## Plan to Monitor Effectiveness of G2.B4.S1

### Student Performance

#### Person or Persons Responsible

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

#### Target Dates or Schedule

On going

#### Evidence of Completion

Student work and data

**G3.** The results of the 2013 FCAT 2.0 Mathematics Test indicates that 41% of students achieved proficiency. Our goal is to increase over-all student proficiency by 16 percentage points to 57% while each group reaches their 2014 target.

**G3.B1** Subgroups not making AMO on the FCAT 2.0 Assessment for 2013: • Black subgroup 2013 actual data is 26% proficiency. Target data is 51%. • Hispanic subgroup 2013 actual data is 41% proficiency. Target data is 55%. • White subgroup 2013 actual data is 57% proficiency. Target data is 68%. • ELL subgroup 2013 actual data is 34% proficiency. Target data is 49%. • SWD subgroup 2013 actual data is 26% proficiency. Target data is 43%. • ED subgroup 2013 actual data is 40% proficiency. Target data is 55%. Appropriate and timely placement of students in interventions has been an obstacle.

**G3.B1.S1** Grades 4&5: Incorporate a variety of Higher Order Thinking Strategies into lesson delivery (i.e., collaborative strategies questioning strategies, student accountable talk) Grades 6-8: Implement and monitor the effective use of Bell-to-Bell instructional routines that follow the Gradual Release of Responsibility Model.

#### Action Step 1

Grades 4&5: Develop students' ability to make sense of real world application problems by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. Grades 6-8: Conduct coaching cycle for teachers in need of additional support. 2 most prioritized teachers should receive a full cycle on direct instruction. Low priority teachers should receive a modified cycle on the GRRM

#### Person or Persons Responsible

Grades 4&5: Teacher Math Coach Grades 6-8: Sheryl Tucker

#### Target Dates or Schedule

Grades 4&5: November 7, 2013 Grades 6-8: October 4th, 2013

#### Evidence of Completion

Grades 4&5: Developing lessons that provide students opportunity to build upon prior knowledge Allowing real world applications of mathematics to be infused within lesson planning Grades 6-8: Coaching calendar Coaching log Coaching cycle documentation

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

Class observations

**Person or Persons Responsible**

Administrators, Instructional Coaches, ETO CSS

**Target Dates or Schedule**

On going

**Evidence of Completion**

Observation, Lesson plans

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

Student Performance

**Person or Persons Responsible**

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

**Target Dates or Schedule**

On going

**Evidence of Completion**

Student work and data

**G3.B2** Level 3 student actual data on the 2013 FCAT 2.0 Assessment is 25% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 40%.

**G3.B2.S1** Grades 4&5: Incorporate a variety of Higher Order Thinking Strategies into lesson delivery (i.e., collaborative strategies questioning strategies, student accountable talk) Grades 6-8: Implement and monitor the effective use of Bell-to-Bell instructional routines that follow the Gradual Release of Responsibility Model.

### **Action Step 1**

Grades 4&5: Provide students with opportunities to use collaborative strategies during the “They Do” portion of the lesson. Grades 6-8: Conduct a collaborative session on Bell-to-Bell instructional routines that follows the Gradual Release of Responsibility Model. Ensure that principals and/or the assistant principal actively participate in the professional development session. Ensure a 54 minute instructional framework is created as well as a 39 minute instructional framework.

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

Grades 4&5: Teacher Math Coach ETO CSS Grades 6-8: Sheryl Tucker

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

Grades 4&5: November 7, 2013 Grades 6-8: September 11th, 2013

#### **Evidence of Completion**

Grades 4&5: Planning ahead for collaborative strategies during planning time Lesson plans reflecting opportunities for collaborative interactions Grades 6-8: Professional development rosters Professional development materials (PD presentation, handouts, materials)

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

Class observations

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

Administrators, Instructional Coaches, ETO CSS

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

On going

#### **Evidence of Completion**

Observation, Lesson plans

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

Student Performance

### Person or Persons Responsible

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### Target Dates or Schedule

On going

### Evidence of Completion

Student work and data

**G3.B3** Level 4 and above student actual data on the 2013 FCAT 2.0 Assessment is 11% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 17%.

**G3.B3.S1** Grades 4&5: Incorporate a variety of Higher Order Thinking Strategies into lesson delivery (i.e., collaborative strategies questioning strategies, student accountable talk) Grades 6-8: Implement and monitor the effective use of Bell-to-Bell instructional routines that follow the Gradual Release of Responsibility Model.

### Action Step 1

Grades 4&5: Include higher order questions (as well as the answers) in lesson plans and require students to respond to them during instruction. Grades 6-8: Conduct a collaborative session on Bell-to-Bell instructional routines that follows the Gradual Release of Responsibility Model. Ensure that principals and/or the assistant principal actively participate in the professional development session. Ensure a 54 minute instructional framework is created as well as a 39 minute instructional framework.

### Person or Persons Responsible

Grades 4&5: Teacher Math Coach Grades 6-8: Sheryl Tucker

### Target Dates or Schedule

Grades 4&5: November 7, 2013 Grades 6-8: September 11th, 2013

### Evidence of Completion

Grades 4&5: Lesson plans created during planning including high order thinking questions Planning for probing questions that will be used during instruction, during planning, that will lead students to better understanding of high order questions Grades 6-8: Professional development rosters Professional development materials (PD presentation, handouts, materials)

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

Class observations

**Person or Persons Responsible**

Administrators, Instructional Coaches, ETO CSS

**Target Dates or Schedule**

On going

**Evidence of Completion**

Observation, Lesson plans

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

Student Performance

**Person or Persons Responsible**

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

**Target Dates or Schedule**

On going

**Evidence of Completion**

Student work and data

**G3.B4** FAA Levels 4-6 students actual data is 31%. Target data for the 2013 FCAT 2.0 Assessment is 33%.

**G3.B4.S1** Provide students with opportunities to learn concepts using manipulative visuals, number lines and assistive technology. Provide continuous review/practice when learning math concepts. Provide repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.

**Action Step 1**

Monitor on-going classroom assessments to ensure students are making sufficient progress to meet school-wide goals. Classroom Observations / Walkthroughs and review of student work folders.

**Person or Persons Responsible**

Administration Literacy Leadership Team Teachers

**Target Dates or Schedule**

On going

**Evidence of Completion**

Formative Assessments: District Interims Tri-Weekly Access Point Assessments Student work



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

Class observations

**Person or Persons Responsible**

Administrators, Instructional Coaches, ETO CSS

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Observation, Lesson plans

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

Student Performance

**Person or Persons Responsible**

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

**Target Dates or Schedule**

On going

**Evidence of Completion**

Student work and data

**G3.B5** FAA Levels 7-9 students actual data is 45%. Target data for the 2013 FCAT 2.0 Assessment is 46%.

**G3.B5.S1** Use guided discussion to engage students in real life math problems. Provide continuous repetition/practice when learning math concepts. Review for long term learning math concepts such as rote counting, fact fluency and tools for measurement.

**Action Step 1**

Monitor on-going classroom assessments to ensure students are making sufficient progress to meet school-wide goals. Classroom Observations / Walkthroughs and review of student work folders.

**Person or Persons Responsible**

Administration Literacy Leadership Team Teachers

**Target Dates or Schedule**

On going

**Evidence of Completion**

Formative Assessments: District Interims Tri-Weekly Access Point Assessments Student work

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

Class observations

**Person or Persons Responsible**

Administrators, Instructional Coaches, ETO CSS

**Target Dates or Schedule**

On going

**Evidence of Completion**

Observation, Lesson plans

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

Student Performance

**Person or Persons Responsible**

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

**Target Dates or Schedule**

On going

**Evidence of Completion**

Student work and data

**G3.B6** Mathematics Learning Gains for all student actual data on the 2013 FCAT 2.0 Assessment is 56% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 60%.

**G3.B6.S1** Grades 4 and 5: Utilize the NGSSS/ Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model. Grades 6-8: To implement and monitor the effective use of Bell-to-Bell instructional routines that follows the Gradual Release of Responsibility Model.

**Action Step 1**

Grades 4 and 5: Conduct professional development on the Gradual Release Model of Responsibility  
Grades 6 - 8: Conduct a professional development on a department wide common planning structures.

**Person or Persons Responsible**

Grades 4 and 5: ETO / CSS Grades 6 - 8: Sheryl Tucker

**Target Dates or Schedule**

Grades 4 and 5: 11/7/13 Grades 6 - 8: September 14th, 2013

**Evidence of Completion**

Grades 4 and 5: Professional Development rosters & handouts Grades 6 - 8: Professional development rosters, Professional development materials , (PD presentation, handouts, materials)

**Facilitator:**

Grades 4 and 5: ETO CSS Grades 6 - 8: Ms. Tucker

**Participants:**

mathematics teachers, AP

## **Action Step 2**

Grades 4 and 5: Develop lessons promoting a Gradual Release of Responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings. Grades 6 - 8: Conduct a collaborative session on Bell-to-Bell instructional routines that follows the Gradual Release of Responsibility Model. Ensure that principals and/or the assistant principal actively participate in the professional development session. Ensure a 54 minute instructional framework is created as well as a 39 minute instructional framework.

### **Person or Persons Responsible**

Grades 4 and 5: Teacher, Math Coach , ETO CSS Grades 6 - 8: Sheryl Tucker

### **Target Dates or Schedule**

Grades 4 and 5: 11/7/13 Grades 6 - 8: September 11th, 2013

### **Evidence of Completion**

Grades 4 and 5: Lesson plans created during planning student work samples (They Do & You Do), Walkthroughs Grades 6 - 8: Professional development rosters, Professional development materials , PD presentation, handouts, materials

## **Action Step 3**

Grades 4 and 5: Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency. Grades 6 - 8: Conduct a collaborative planning session on direct instruction.

### **Person or Persons Responsible**

Grades 4 and 5: Teacher, Math Coach, ETO CSS Grades 6 - 8: Sheryl Tucker

### **Target Dates or Schedule**

Grades 4 and 5: 11/7/13 Grades 6 - 8: September 18th, 2013

### **Evidence of Completion**

Grades 4 and 5: Student work samples, Lesson plans created during planning, Student journals. Grades 6 - 8: Planning session agenda/reflection, Detailed lesson plans

#### **Action Step 4**

Grades 4 and 5: Deliver instruction incorporating all components of the Gradual Release of Responsibility Model according to their lesson plans. Grades 6 - 8: Follow up on the implementation of direct instruction.

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

Grades 4 and 5: Teacher, Math Coach, ETO CSS Grades 6 - 8: Maria Medina (P), Alonza Pendergrass (AP)

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

Grades 4 and 5: 11/7/13 Grades 6 - 8: September 24th, 2013

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

Grades 4 and 5: Lesson plans created during planning, Coaching schedule, Coaching logs Grades 6 - 8: Walkthrough documentation, Detailed lesson plans, Fidelity to instructional pacing

#### **Action Step 5**

Grades 4 and 5: Provide direct support utilizing the coaching cycle, to model the Gradual Release of Responsibility Model as well as the implementation of collaborative strategies during instruction. Grades 6 - 8: Conduct coaching cycle for teachers in need of additional support. The two most prioritized teachers should receive a full cycle on direct instruction. Low priority teachers should receive a modified cycle on the GRRM.

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

Grades 4 and 5: Math Coach, ETO CSS Grades 6 - 8: Sheryl Tucker

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

Grades 4 and 5: 11/7/13 Grades 6 - 8: October 4th, 2013

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

Grades 4 and 5: Coaching calendar, Coaching log, Debriefing notes Grades 6 - 8: Coaching calendar, Coaching log, Coaching cycle documentation

### **Action Step 6**

Grades 4 and 5: Conduct classroom walkthroughs to monitor explicit instruction and the pacing of the math instructional block. Grades 6 - 8: Conduct a collaborative planning session on guided practice.

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

Grades 4 and 5: Principal, Assistant Principal, Instructional Supervisor Grades 6 - 8: Sheryl Tucker

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

Grades 4 and 5: 11/7/13 Grades 6 - 8: September 25th, 2013

#### **Evidence of Completion**

Grades 4 and 5: Walkthrough documentation, Administrative feedback and reflection on coaching logs, ETO feedback and reflection on support documentation Grades 6 - 8: Planning session agenda/reflection, Detailed lesson plans

### **Action Step 7**

Grades 6 - 8: Conduct classroom walkthroughs to assess the improvement in the implementation of the direct and guided instruction of the GRRM following the completion of coaching cycles.

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

Grades 6 - 8: Maria Medina , Alonza Pendergrass

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

Grades 6 - 8: October 1st, 2013

#### **Evidence of Completion**

Grades 6 - 8: Walkthrough documentation, Administrative feedback and reflection on coaching logs, ETO feedback and reflection on support document

### **Action Step 8**

Grades 6 - 8: Conduct coaching cycle for teachers in need of additional support. The two most prioritized teachers should receive a full cycle on guided practice. Continue to monitor implementation of the GRRM for low priority teachers.

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

Grades 6 - 8: Sheryl Tucker

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

Grades 6 - 8: October 11th, 2013

#### **Evidence of Completion**

Grades 6 - 8: Coaching calendar, Coaching log, Coaching cycle documentation

**Action Step 9**

Grades 6 - 8: Conduct a collaborative planning session on independent practice.

**Person or Persons Responsible**

Grades 6 - 8: Sheryl Tucker

**Target Dates or Schedule**

Grades 6 - 8: October 2nd, 2013

**Evidence of Completion**

Grades 6 - 8: Planning session agenda/reflection, Detailed lesson plans

**Action Step 10**

Grades 6 - 8: Debrief on the implementation of the GRRM in each classroom with the instructional coach.

**Person or Persons Responsible**

Grades 6 - 8: Maria Medina, Alonza Pendergrass, Sheryl Tucker, Ronald Marcelo

**Target Dates or Schedule**

Grades 6 - 8: October 11th, 2013

**Evidence of Completion**

Grades 6 - 8: Coach/Administration debrief, Development of next steps (for teachers in need of additional support)

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

Class observations

**Person or Persons Responsible**

Administrators, Instructional Coaches, ETO CSS

**Target Dates or Schedule**

On going

**Evidence of Completion**

Observation, Lesson plans

## Plan to Monitor Effectiveness of G3.B6.S1

Student Performance

### Person or Persons Responsible

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### Target Dates or Schedule

On going

### Evidence of Completion

Student work and data

**G3.B6.S2** Grades 4 and 5: Incorporate a variety of Higher Order Thinking Strategies into lesson delivery (i.e., collaborative strategies questioning strategies, student accountable talk)

### Action Step 1

Provide students with opportunities to use collaborative strategies during the “They Do” portion of the lesson.

#### Person or Persons Responsible

Teacher Math Coach ETO CSS

#### Target Dates or Schedule

November 7, 2013

#### Evidence of Completion

Planning ahead for collaborative strategies during planning time Lesson plans reflecting opportunities for collaborative interactions

### Action Step 2

Develop students’ ability to make sense of real world application problems by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

#### Person or Persons Responsible

Teacher Math Coach

#### Target Dates or Schedule

November 7, 2013

#### Evidence of Completion

Developing lessons that provide students opportunity to build upon prior knowledge Allowing real world applications of mathematics to be infused within lesson planning



### **Action Step 3**

Include higher order questions (as well as the answers) in lesson plans and require students to respond to them during instruction.

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

Teacher Math Coach

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

November 7, 2013

#### **Evidence of Completion**

Lesson plans created during planning including high order thinking questions Planning for probing questions that will be used during instruction, during planning, that will lead students to better understanding of high order questions

### **Plan to Monitor Fidelity of Implementation of G3.B6.S2**

Class observations

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

Administrators, Instructional Coaches, ETO CSS

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

On going

#### **Evidence of Completion**

Observation, Lesson plans

### **Plan to Monitor Effectiveness of G3.B6.S2**

Student Performance

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

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

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

On going

#### **Evidence of Completion**

Student work and data

**G3.B7** Mathematics Learning Gains for lowest 25% actual data on the 2013 FCAT 2.0 Assessment is 62% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 66%.

**G3.B7.S1** Grades 4&5: Incorporate a variety of Higher Order Thinking Strategies into lesson delivery (i.e., collaborative strategies questioning strategies, student accountable talk) Grades 6-8: Implement and monitor the effective use of Bell-to-Bell instructional routines that follow the Gradual Release of Responsibility Model.

### **Action Step 1**

Grades 4&5: Develop students' ability to make sense of real world application problems by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. Grades 6-8: Conduct coaching cycle for teachers in need of additional support. 2 most prioritized teachers should receive a full cycle on direct instruction. Low priority teachers should receive modified cycle on the GRRM

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

Grades 4&5: Teacher Math Coach Grades 6-8: Sheryl Tucker

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

Grades 4&5: November 7, 2013 Grades 6-8: October 4th, 2013

#### **Evidence of Completion**

Grades 4&5: Developing lessons that provide students opportunity to build upon prior knowledge. Allowing real world applications of mathematics to be infused within lesson planning. Grades 6-8: Coaching calendar Coaching log Coaching cycle documentation

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

Class observations

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

Administrators, Instructional Coaches, ETO CSS

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

On going

#### **Evidence of Completion**

Observation, Lesson plans

## Plan to Monitor Effectiveness of G3.B7.S1

Student Performance

### Person or Persons Responsible

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### Target Dates or Schedule

On going

### Evidence of Completion

Student work and data

**G4.** Our goal for the 2013 – 2014 school year is to increase level 3 student proficiency by 9 percentage points to 58% and level 4-5 student proficiency by 4 percentage points to 24%

**G4.B1** Level 3 student actual data on the 2013 Algebra 1 EOC Assessment is 56% proficiency. Target data for the 2013 Algebra 1 EOC Assessment is 58%.

**G4.B1.S1** Consistently monitor student data to create custom groups for push-in and/or pull out enrichment. To implement and monitor the effective use of Bell-to-Bell instructional routines that follows the Gradual Release of Responsibility Model.

### Action Step 1

Conduct professional development on the Gradual Release Model of Responsibility

#### Person or Persons Responsible

Sheryl Tucker

#### Target Dates or Schedule

September 14th, 2013

#### Evidence of Completion

Professional development rosters, Professional development materials , (PD presentation, handouts, materials)

#### Facilitator:

Ms. Tucker

#### Participants:

Algebra I teacher, Ms. Prieto

### **Action Step 2**

Conduct a collaborative session on Bell-to-Bell instructional routines that follows the Gradual Release of Responsibility Model. Ensure that principals and/or the assistant principal actively participate in the professional development session. Ensure a 54 minute instructional framework is created as well as a 39 minute instructional framework.

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

Sheryl Tucker

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

September 11th, 2013

#### **Evidence of Completion**

Professional development rosters, Professional development materials , PD presentation, handouts, materials

### **Action Step 3**

Conduct a collaborative planning session on direct instruction

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

Sheryl Tucker

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

September 18th, 2013

#### **Evidence of Completion**

Planning session agenda/reflection, Detailed lesson plans

### **Action Step 4**

Follow up on the implementation of direct instruction.

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

Maria Medina (P), Alonza Pendergrass (AP)

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

September 24th, 2013

#### **Evidence of Completion**

Walkthrough documentation, detailed lesson plans, Fidelity to instructional pacing

### **Action Step 5**

Conduct coaching cycle for teachers in need of additional support. The two most prioritized teachers should receive a full cycle on direct instruction. Low priority teachers should receive a modified cycle on the GRRM.

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

Sheryl Tucker

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

October 4th, 2013

#### **Evidence of Completion**

Coaching calendar, Coaching log, Coaching cycle documentation

### **Action Step 6**

Conduct a collaborative planning session on guided practice.

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

Sheryl Tucker

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

September 25th, 2013

#### **Evidence of Completion**

Planning session agenda/reflection, detailed lesson plans.

### **Action Step 7**

Conduct classroom walkthroughs to assess the improvement in the implementation of the direct and guided instruction of the GRRM following the completion of coaching cycles.

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

Maria Medina, Alonza Pendergrass

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

October 1st, 2013

#### **Evidence of Completion**

Planning session agenda/reflection, detailed lesson plans

### **Action Step 8**

Conduct coaching cycle for teachers in need of additional support. The two most prioritized teachers should receive a full cycle on guided practice. Continue to monitor implementation of the GRRM for low priority teachers.

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

Sheryl Tucker

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

October 11th, 2013

#### **Evidence of Completion**

Coaching calendar, Coaching log, Coaching cycle documentation

### **Action Step 9**

Conduct a collaborative planning session on independent practice.

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

Sheryl Tucker

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

October 2nd, 2013

#### **Evidence of Completion**

Planning session agenda/reflection, detailed lesson plans

### **Action Step 10**

Debrief on the implementation of the GRRM in each classroom with the instructional coach.

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

Maria Medina, Alonza Pendergrass, Sheryl Tucker, Ronald Marcelo

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

October 11th, 2013

#### **Evidence of Completion**

Coach/Administration debrief, Development of next steps (for teachers in need of additional support)

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

: Class observations

#### Person or Persons Responsible

Administrators, Instructional Coaches, ETO CSS

#### Target Dates or Schedule

On going

#### Evidence of Completion

Observation, Lesson plans

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

Student Performance

#### Person or Persons Responsible

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

#### Target Dates or Schedule

On going

#### Evidence of Completion

Student work and data

**G4.B2** Levels 4&5 student actual data on the 2013 Algebra 1 EOC Assessment is 23% proficiency. Target data for the 2013 Algebra 1 EOC Assessment is 24%.

**G4.B2.S1** Consistently monitor student data to create custom groups for push-in and/or pull out enrichment. To implement and monitor the effective use of Bell-to-Bell instructional routines that follows the Gradual Release of Responsibility Model.

#### Action Step 1

Follow up on the implementation of direct instruction.

#### Person or Persons Responsible

Maria Medina (P) Alonza Pendergrass (AP)

#### Target Dates or Schedule

September 24th, 2013

#### Evidence of Completion

Walkthrough documentation Detailed lesson plans Fidelity to instructional pacing

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

Class observations

### **Person or Persons Responsible**

Administrators, Instructional Coaches, ETO CSS

### **Target Dates or Schedule**

On going

### **Evidence of Completion**

Observation, Lesson plans

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

Student Performance

### **Person or Persons Responsible**

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### **Target Dates or Schedule**

On going

### **Evidence of Completion**

Evidence: Student work and data



**G5.** Monitor & support implementation of rigorous activities & high order questioning strategies. Promote the use of instructional technology to enhance and re-mediate student conceptual understanding of topics being addressed.

**G5.B1** Level 3 student actual data on the 2013 FCAT 2.0 Assessment is 18% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 23%. Some teachers have difficulties with the push-in model of intervention. Teachers are new to the systematic Common Planning process.

**G5.B1.S1** Implement and monitor the effective use of Bell-to-Bell instructional routines that follow the model of Explicit Instruction (Gradual Release of Responsibility Model).

### **Action Step 1**

Instructional Coach will conduct a professional development on Bell-to-Bell instructional routines that follow the model of Explicit Instruction/Gradual Release of Responsibility Model. All teachers must actively participate in the professional development session. Principal and assistant principal must actively participate in the professional development session.

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

Instructional Coach Assistant Principal Principal All teachers

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

9/11/13

#### **Evidence of Completion**

Professional development rosters Professional development deliverables PD presentation, handouts, materials

#### **Facilitator:**

Instructional Coach, Ms. O'Brien

#### **Participants:**

Science teachers, AP

## **Action Step 2**

Principal, Assistant Principal, and Instructional Coach will conduct walkthroughs to follow up on implementation of the Gradual Release of Responsibility Model and will debrief to identify teachers in need of additional support.

### **Person or Persons Responsible**

Principal Assistant Principal Instructional Coach

### **Target Dates or Schedule**

9/18/13

### **Evidence of Completion**

Teacher tiering documentation Walkthrough documentation Detailed lesson plans Teacher's fidelity to instructional pacing

## **Action Step 3**

Instructional Coach will conduct coaching cycle for teachers in need of additional support. Teachers struggling with all components of the GRRM should receive a full cycle on effective execution of a complete GRRM lesson. Teachers struggling with only a particular portion of the GRRM should receive a full cycle on only that component of the GRRM. Assistant Principal will continue to monitor implementation of the GRRM for agreed upon teachers whose execution of the GRRM was observed to be exemplary.

### **Person or Persons Responsible**

Instructional Coach Assistant Principal

### **Target Dates or Schedule**

10/4/13

### **Evidence of Completion**

Coaching calendar Coaching log

#### **Action Step 4**

ETO Support Team will observe the work of the Instructional Coach as they conduct their coaching cycles and provide explicit coaching and feedback to build the capacity, and increase the effectiveness of the coach. Principal and Assistant Principal should actively participate in ETO team members' debriefings with Instructional Coach.

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

Principal Assistant Principal ETO Support Team, ED, IS, CSS

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

9/25/13

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

ETO feedback and reflection on support document Instructional Coach reflections on coaching logs

#### **Action Step 5**

Principal and Assistant Principal will conduct classroom walkthroughs to assess the improvement in the implementation of the GRRM for teachers who received coaching cycles, following the completion of the coaching cycles. ETO Support Team will also conduct walkthroughs to assess the improvement in the implementation of the GRRM for teachers who are receiving or who have received coaching cycles, during school site visits.

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

Principal Assistant Principal ETO Support Team, ED, IS, CSS

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

10/9/13

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

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

### **Action Step 6**

Principal and Assistant Principal will debrief with the Instructional Coach on the implementation of the GRRM in each classroom. Principal, Assistant Principal, and Instructional Coach will collaboratively decide which teachers need additional support (another coaching cycle) planning and executing GRRM lessons, and which teachers have mastered the skill.

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

Principal Assistant Principal Instructional Coach

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

10/11/13

#### **Evidence of Completion**

Coach/Administration debrief Development of next steps (for teachers in need of additional support)

### **Action Step 7**

Principal and Assistant Principal, and Instructional Coach will continue to monitor and support implementation of the GRRM in all classrooms.

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

Principal Assistant Principal Instructional Coach

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

On going

#### **Evidence of Completion**

Walkthrough documentation

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

Class observations

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

Administrators, Instructional Coaches, ETO CSS

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

On going

#### **Evidence of Completion**

Observation, Lesson plans

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

### Student Performance

#### Person or Persons Responsible

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

#### Target Dates or Schedule

On going

#### Evidence of Completion

Student work and data

**G5.B2** Level 4-5 student actual data on the 2013 FCAT 2.0 Assessment is 7% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 9%. Some teachers have difficulties with the push-in model of intervention. Teachers are new to the systematic Common Planning process.

**G5.B2.S1** Implement and monitor the effective use of Bell-to-Bell instructional routines that follow the model of Explicit Instruction (Gradual Release of Responsibility Model).

### Action Step 1

Instructional Coach will conduct coaching cycle for teachers in need of additional support. Teachers struggling with all components of the GRRM should receive a full cycle on effective execution of a complete GRRM lesson. Teachers struggling with only a particular portion of the GRRM should receive a full cycle on only that component of the GRRM. Assistant Principal will continue to monitor implementation of the GRRM for agreed upon teachers whose execution of the GRRM was observed to be exemplary.

#### Person or Persons Responsible

Instructional Coach Assistant Principal Principal All teachers

#### Target Dates or Schedule

9/11/13

#### Evidence of Completion

Professional development rosters Professional development deliverables PD presentation, handouts, materials

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

Class observations

### **Person or Persons Responsible**

Administrators, Instructional Coaches, ETO CSS

### **Target Dates or Schedule**

On going

### **Evidence of Completion**

Observation, Lesson plans

## Plan to Monitor Effectiveness of G5.B2.S1

Student Performance

### **Person or Persons Responsible**

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### **Target Dates or Schedule**

On going

### **Evidence of Completion**

Student work and data

**G6.** Monitor & support implementation of rigorous activities & high order questioning strategies. Promote the use of instructional technology to enhance and re-mediate student conceptual understanding of topics being addressed.

**G6.B1** Level 3 student actual data on the 2013 FCAT 2.0 Assessment is 17% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 22%. Some teachers have difficulties with the push-in model of intervention. Teachers are new to the systematic Common Planning process.

**G6.B1.S1** Implement and monitor the effective use of Bell-to-Bell instructional routines that follow the model of Explicit Instruction (Gradual Release of Responsibility Model).

### **Action Step 1**

Instructional Coach will conduct a professional development on Bell-to-Bell instructional routines that follow the model of Explicit Instruction/Gradual Release of Responsibility Model. All teachers must actively participate in the professional development session. Principal and assistant principal must actively participate in the professional development session.

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

Instructional Coach Assistant Principal Principal All teachers

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

9/11/13

#### **Evidence of Completion**

Professional development rosters Professional development deliverables PD presentation, handouts, materials

#### **Facilitator:**

Instructional Coach, Ms. O'Brien

#### **Participants:**

Science teachers

## **Action Step 2**

Principal, Assistant Principal, and Instructional Coach will conduct walkthroughs to follow up on implementation of the Gradual Release of Responsibility Model and will debrief to identify teachers in need of additional support.

### **Person or Persons Responsible**

Principal Assistant Principal Instructional Coach

### **Target Dates or Schedule**

9/18/13

### **Evidence of Completion**

Teacher tiering documentation Walkthrough documentation Detailed lesson plans Teacher's fidelity to instructional pacing

## **Action Step 3**

Instructional Coach will conduct coaching cycle for teachers in need of additional support. Teachers struggling with all components of the GRRM should receive a full cycle on effective execution of a complete GRRM lesson. Teachers struggling with only a particular portion of the GRRM should receive a full cycle on only that component of the GRRM. Assistant Principal will continue to monitor implementation of the GRRM for agreed upon teachers whose execution of the GRRM was observed to be exemplary.

### **Person or Persons Responsible**

Instructional Coach Assistant Principal

### **Target Dates or Schedule**

10/4/13

### **Evidence of Completion**

Coaching calendar Coaching log



#### **Action Step 4**

ETO Support Team will observe the work of the Instructional Coach as they conduct their coaching cycles and provide explicit coaching and feedback to build the capacity, and increase the effectiveness of the coach. Principal and Assistant Principal should actively participate in ETO team members' debriefings with Instructional Coach.

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

Principal Assistant Principal ETO Support Team, ED, IS, CSS

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

9/25/13

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

ETO feedback and reflection on support document Instructional Coach reflections on coaching logs

#### **Action Step 5**

Principal and Assistant Principal will conduct classroom walkthroughs to assess the improvement in the implementation of the GRRM for teachers who received coaching cycles, following the completion of the coaching cycles. ETO Support Team will also conduct walkthroughs to assess the improvement in the implementation of the GRRM for teachers who are receiving or who have received coaching cycles, during school site visits

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

Principal Assistant Principal ETO Support Team, ED, IS, CSS

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

10/9/13

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

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

### **Action Step 6**

Principal and Assistant Principal will debrief with the Instructional Coach on the implementation of the GRRM in each classroom. Principal, Assistant Principal, and Instructional Coach will collaboratively decide which teachers need additional support (another coaching cycle) planning and executing GRRM lessons, and which teachers have mastered the skill

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

Principal Assistant Principal Instructional Coach

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

10/11/13

#### **Evidence of Completion**

Coach/Administration debrief Development of next steps (for teachers in need of additional support)

### **Action Step 7**

Principal and Assistant Principal, and Instructional Coach will continue to monitor and support implementation of the GRRM in all classrooms.

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

Principal Assistant Principal Instructional Coach

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

On going

#### **Evidence of Completion**

Walkthrough documentation

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

Class observations

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

Administrators, Instructional Coaches, ETO CSS

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

On going

#### **Evidence of Completion**

Observation, Lesson plans

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

Student Performance

### Person or Persons Responsible

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

### Target Dates or Schedule

On going

### Evidence of Completion

Student work and data

**G6.B2** Level 4-5 student actual data on the 2013 FCAT 2.0 Assessment is 8% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 10%. Some teachers have difficulties with the push-in model of intervention. Teachers are new to the systematic Common Planning process.

**G6.B2.S1** Implement and monitor the effective use of Bell-to-Bell instructional routines that follow the model of Explicit Instruction (Gradual Release of Responsibility Model).

### Action Step 1

Instructional Coach will conduct coaching cycle for teachers in need of additional support. Teachers struggling with all components of the GRRM should receive a full cycle on effective execution of a complete GRRM lesson. Teachers struggling with only a particular portion of the GRRM should receive a full cycle on only that component of the GRRM. Assistant Principal will continue to monitor implementation of the GRRM for agreed upon teachers whose execution of the GRRM was observed to be exemplary

### Person or Persons Responsible

Instructional Coach Assistant Principal

### Target Dates or Schedule

10/4/13

### Evidence of Completion

Coaching calendar Coaching log

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

Class observations

**Person or Persons Responsible**

Administrators, Instructional Coaches, ETO CSS

**Target Dates or Schedule**

On going

**Evidence of Completion**

Observation, Lesson plans

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

: Student Performance

**Person or Persons Responsible**

Teacher, Instructional Coach, Administrator, Testing Chair, ETO CSS

**Target Dates or Schedule**

On going

**Evidence of Completion**

Student work and data

### G7. To participate in the National Engineers Week Future City Competition.

#### G7.B1 The school will need access to the SIM City program.

**G7.B1.S1** Students in the Engineering Academy will participate in an in-house Future City Competition. Students in the grade 7 Engineering Academy will participate in the National competition.

**Action Step 1**

Students complete the tri-weekly competition checkpoints.

**Person or Persons Responsible**

Engineering teacher

**Target Dates or Schedule**

Tri-weekly

**Evidence of Completion**

Formative Assessment: Computer Model Essay Field Trip Report 3-D City Model Moving Part Presentation Entry in the January 2014 National Engineers Week Future City Competition.

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

Class observations

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

On going

**Evidence of Completion**

Observation, Lesson plans

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

Student Performance

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student work

**G8.** Systematically monitor plans in place that address attendance and student behavior. Develop plan to monitor student failure.

**G8.B1** Attendance: Students who do not have immunizations up to date are unable to attend school.

**G8.B1.S1** Identify students in need of immunizations and provide vaccination on school site with parental authorization.

**Action Step 1**

Monitor attendance bulletins and present monthly reports to administration on homeroom attendance.

**Person or Persons Responsible**

Counselors

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Report status to AP over attendance.

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

Bi-weekly communication between AP and counselors

**Person or Persons Responsible**

AP and counselors

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Reports and communication

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

Evaluation of information being reported

**Person or Persons Responsible**

AP

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Information being provided.

### G8.B2 Failure: No plan is in place that addresses student failure.

**G8.B2.S1** Counselors will monitor academic status of secondary students and will meet with students who receive unsatisfactory progress reports. Elementary teachers will inform counselor of students that demonstrate the possibility of failure and parent conferences will be set up.

**Action Step 1**

Monitor students progress.

**Person or Persons Responsible**

Administrators, counselors, teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student grades

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

Communication between teachers, AP and counselors

**Person or Persons Responsible**

Teachers, Counselors, Administrators

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student progress and successful communication by teachers, counselors and administrators

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

AP, teachers and counselors will confer on a continual basis.

**Person or Persons Responsible**

APs, teachers, administrators

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student progress

**G8.B3** Suspension: The school lacks opportunities for recognition of positive behavior.

**G8.B3.S1** Implement a school wide behavioral incentive program to improve student attitudes towards school, promote positive behavior and reduce the number of students serving indoor/outdoor suspension.

**Action Step 1**

Monitor attendance bulletins and present monthly reports to administration on suspensions.

**Person or Persons Responsible**

Administrative Team Disciplinary Committee Counselors

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Suspension Report

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

Bi-weekly communication between AP and counselors

**Person or Persons Responsible**

AP and counselors

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Reports and communication

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

Evaluation of information being reported

**Person or Persons Responsible**

APs

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Information being provided.



## Coordination and Integration

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

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

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

The district uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaisons (PDL) at CRMS focusing on Professional Learning Community (PLC) development and facilitation.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)

The above services will be provided should funds become available for this school year and should the FLDOE approve the application.

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled,

Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

#### District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

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

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

#### Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

## 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.** The results of the 2013 FCAT 2.0 Reading Test indicates that 39% of students achieved proficiency. Our goal is to increase over-all student proficiency by 16 percentage points to 55% while each group reaches their 2014 target.

**G1.B2** Level 3 student actual data on the 2013 FCAT 2.0 Assessment is 24% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 36%.

**G1.B2.S1** 4th and 5th grades: Plan for and deliver lessons that follow an instructional routine. 6th, 7th, 8th Grade: Infuse systems decided on in Common Planning into all Reading and Language Arts classrooms to facilitate systematic instruction during whole group and differentiated instruction. Incorporate explicit, systematic instruction in all core content areas through the Gradual Release Model. Utilize common planning and/or lesson study to develop effective instructional strategies, evaluate student work, and share best practices.

### PD Opportunity 1

Grades 4 & 5: Conduct coaching cycles and model lessons that follow instructional routines during instruction based on teacher need. Teachers in need of intensive support should receive a full cycle on the Gradual Release Model. Grades 6-8: CSS will conduct a professional development during common planning on systematic and explicit instruction (through the Gradual Release Model) that will result in student engagement. In addition, CSS will facilitate a common planning session from bell-to-bell to model CP process and framework for the coach. Systematic-Instruction followed by explicit systems and daily implementations of instructional protocols. Explicit- "I do", "We do", "You do".

#### Facilitator

ETO CSS

#### Participants

Reading and Language Arts teachers

#### Target Dates or Schedule

Grades 4 & 5: 11/1/13 Grades 6-8: 9/30/13

#### Evidence of Completion

Grades 4 & 5: Coaching Calendar Coaching Logs Debriefing Logs Grades 6-8: Professional Development Roster/ Sign-in Sheet/Professional Development Agenda/Documentation of Systems Suggested such as handouts provided and PPT/Coaching Logs/CSS log.

**G1.B6** Reading Learning Gains for all student actual data on the 2013 FCAT 2.0 Assessment is 56% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 60%.

**G1.B6.S1** 4th and 5th grades: Plan for and deliver lessons that follow an instructional routine. 6th, 7th, 8th Grade: Infuse systems decided on in Common Planning into all Reading and Language Arts classrooms to facilitate systematic instruction during whole group and differentiated instruction. Incorporate explicit, systematic instruction in all core content areas through the Gradual Release Model. Utilize common planning and/or lesson study to develop effective instructional strategies, evaluate student work, and share best practices.

### **PD Opportunity 1**

Grades 4 and 5: Conduct coaching cycles and model lessons that follow instructional routines during instruction based on teacher need. Teachers in need of intensive support should receive a full cycle on the Gradual Release Model. Grades 6 - 8: CSS will conduct a professional development during common planning on systematic and explicit instruction (through the Gradual Release Model) that will result in student engagement. In addition, CSS will facilitate a common planning session from bell-to-bell to model CP process and framework for the coach. (Systematic- Instruction followed by explicit systems and daily implementations of instructional protocols. Explicit- "I do", "We do", "You do"

#### **Facilitator**

ETO CSS

#### **Participants**

Reading and language Arts teachers, AP

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

Grades 4 and 5: 11/1/13 Grades 6 - 8: 9/30/13

#### **Evidence of Completion**

Grades 4 and 5: Coaching Calendar Coaching Logs Debriefing Logs Grades 6 - 8: Professional Development Roster/ Sign-in Sheet Professional Development Agenda Documentation of Systems Suggested such as handouts provided and PPT Coaching Logs CSS log

## PD Opportunity 2

Grades 6 - 8: Provide a professional development on explicit corrective feedback during common planning by using student authentic work for all content areas.

### Facilitator

ETO CSS

### Participants

Reading and Language Arts teachers, AP

### Target Dates or Schedule

Grades 6 - 8: 9/26/13

### Evidence of Completion

Professional development agenda/sign-in

**G2.** The results of the 2013 FCAT 2.0 Writing Test indicates that 33% of combined students scored at a 3.5 or above. Our goal is to increase by 17 percentage points to 40%.

**G2.B3** As noted on the 2013 administration of the FCAT 2.0 Writing Assessment 26% of the 8th grade students scored 3.5 or higher satisfactory performance points on persuasive.

**G2.B3.S1** Provide instruction in the various modes of writing throughout the entire writing process (i.e., pre-planning, drafting, conferencing, revising & publishing).

## PD Opportunity 1

Provide a professional development on explicit corrective feedback during common planning by using student authentic work for all content areas.

### Facilitator

ETO CSS

### Participants

Language Arts teachers, AP

### Target Dates or Schedule

9/26/13

### Evidence of Completion

Professional development agenda/sign-in

**G3.** The results of the 2013 FCAT 2.0 Mathematics Test indicates that 41% of students achieved proficiency. Our goal is to increase over-all student proficiency by 16 percentage points to 57% while each group reaches their 2014 target.

**G3.B6** Mathematics Learning Gains for all student actual data on the 2013 FCAT 2.0 Assessment is 56% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 60%.

**G3.B6.S1** Grades 4 and 5: Utilize the NGSSS/ Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model. Grades 6-8: To implement and monitor the effective use of Bell-to-Bell instructional routines that follows the Gradual Release of Responsibility Model.

### **PD Opportunity 1**

Grades 4 and 5: Conduct professional development on the Gradual Release Model of Responsibility  
Grades 6 - 8: Conduct a professional development on a department wide common planning structures.

#### **Facilitator**

Grades 4 and 5: ETO CSS Grades 6 - 8: Ms. Tucker

#### **Participants**

mathematics teachers, AP

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

Grades 4 and 5: 11/7/13 Grades 6 - 8: September 14th, 2013

#### **Evidence of Completion**

Grades 4 and 5: Professional Development rosters & handouts Grades 6 - 8: Professional development rosters, Professional development materials , (PD presentation, handouts, materials)

**G4.** Our goal for the 2013 – 2014 school year is to increase level 3 student proficiency by 9 percentage points to 58% and level 4-5 student proficiency by 4 percentage points to 24%

**G4.B1** Level 3 student actual data on the 2013 Algebra 1 EOC Assessment is 56% proficiency. Target data for the 2013 Algebra 1 EOC Assessment is 58%.

**G4.B1.S1** Consistently monitor student data to create custom groups for push-in and/or pull out enrichment. To implement and monitor the effective use of Bell-to-Bell instructional routines that follows the Gradual Release of Responsibility Model.

### **PD Opportunity 1**

Conduct professional development on the Gradual Release Model of Responsibility

#### **Facilitator**

Ms. Tucker

#### **Participants**

Algebra I teacher, Ms. Prieto

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

September 14th, 2013

#### **Evidence of Completion**

Professional development rosters, Professional development materials , (PD presentation, handouts, materials)

**G5.** Monitor & support implementation of rigorous activities & high order questioning strategies. Promote the use of instructional technology to enhance and re-mediate student conceptual understanding of topics being addressed.

**G5.B1** Level 3 student actual data on the 2013 FCAT 2.0 Assessment is 18% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 23%. Some teachers have difficulties with the push-in model of intervention. Teachers are new to the systematic Common Planning process.

**G5.B1.S1** Implement and monitor the effective use of Bell-to-Bell instructional routines that follow the model of Explicit Instruction (Gradual Release of Responsibility Model).

### **PD Opportunity 1**

Instructional Coach will conduct a professional development on Bell-to-Bell instructional routines that follow the model of Explicit Instruction/Gradual Release of Responsibility Model. All teachers must actively participate in the professional development session. Principal and assistant principal must actively participate in the professional development session.

#### **Facilitator**

Instructional Coach, Ms. O'Brien

#### **Participants**

Science teachers, AP

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

9/11/13

#### **Evidence of Completion**

Professional development rosters Professional development deliverables PD presentation, handouts, materials



**G6.** Monitor & support implementation of rigorous activities & high order questioning strategies. Promote the use of instructional technology to enhance and re-mediate student conceptual understanding of topics being addressed.

**G6.B1** Level 3 student actual data on the 2013 FCAT 2.0 Assessment is 17% proficiency. Target data for the 2013 FCAT 2.0 Assessment is 22%. Some teachers have difficulties with the push-in model of intervention. Teachers are new to the systematic Common Planning process.

**G6.B1.S1** Implement and monitor the effective use of Bell-to-Bell instructional routines that follow the model of Explicit Instruction (Gradual Release of Responsibility Model).

### **PD Opportunity 1**

Instructional Coach will conduct a professional development on Bell-to-Bell instructional routines that follow the model of Explicit Instruction/Gradual Release of Responsibility Model. All teachers must actively participate in the professional development session. Principal and assistant principal must actively participate in the professional development session.

#### **Facilitator**

Instructional Coach, Ms. O'Brien

#### **Participants**

Science teachers

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

9/11/13

#### **Evidence of Completion**

Professional development rosters Professional development deliverables PD presentation, handouts, materials