



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Everglades K 8 Center

8375 SW 16TH ST

Miami, FL 33155

305-264-4154

<http://evergladesk8.dadeschools.net/>

School Demographics

School Type Combination School	Title I Yes	Free and Reduced Lunch Rate 75%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Everglades K 8 Center

Principal

Lilia Dobao

School Advisory Council chair

Jorge Pineda

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

Name	Title
Dr. Lilia Dobao	Principal
Trellany Parrish-Gay	Assistant Principal
Edward Sindelar	Assistant Principal
Fatima Romay	Third Grade Teacher
Maricel Munoz	Upper Academy-ESE Teacher
Anne Byrnes	Upper Academy Math Teacher
Stanley McKinney	Upper Academy Teacher
Yalili Aguinaga	Upper Academy language Arts Teacher
Daniela Iribarne- Fernandez	ESOL Teacher
Barbara Raposo-Rodriguez	Reading Liaison/Classroom Teacher
Rita Lugo	Guidance Counselor
Vilmaris Cruz	Guidance Counselor
Rosa Naranjo	Upper Academy Science Teacher
Monica Collucci	Elementary Representative

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

Dr. Lilia A. Dobao, Principal-1; Kay White- UTD Steward-1; Carlos A. Temperan, Fernando Blanco, Raymond Budyszewick, Rhonda Smith-Business/Community Member-4; Jean Dawson, Cheryl Lindo, E. Cedeno-Moreiga, Kayasa Cobb, Lhing Twist-5 Martha Ricardo-Alternate Teacher-1; Adlin Sukhwani, Argelia Perez-Doval, F. Budyszewick, Jorge Pineda, Liliana Sanjurjo, Mabel Pena – Parents-6; Giselle Niemeyer, J. Villalobos, Nanette Maule- Alternate Parents-4; Chien Nguyen-Student-1; Angie Panameno-Alternate Student-1;Stephanie Lynes, Educational Support Employee-1;Jacqueline Moore-Alternate Educational Support Employee-1

Involvement of the SAC in the development of the SIP

EESAC reviews the School Improvement Plan at every monthly meeting. Suggestions are made and incorporated into the School Improvement Plan.

Activities of the SAC for the upcoming school year

EESAC will continue to meet monthly and review and offer suggestions for the School Improvement Plan. They volunteer their time to fulfill requirements mentioned in the 2013-2014 SIP.

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

The projected use of the school improvement funds will be targeted for technology supplies and/or equipment for the students. It is anticipated that approximately \$5,000 to be used for the equipment.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lilia Dobao

Principal

Years as Administrator: 17

Years at Current School: 3

Credentials

Bachelors of Arts-Elementary Education; Masters of Science, Nova

Southeastern University, Doctor of Education; Certification: Elementary Education, English –Grades 6-12, ESOL endorsement, Educational Leadership.

Performance Record

2013 – School Grade – A
 Reading Proficiency, 68%
 Math Proficiency, 59 %
 Reading Learning Gains, 72%
 Math Learning Gains, 71% points
 Reading Improvement of Lowest 25%-85% points
 Math Improvement of Lowest 25% 71% points
 Reading AMO –No
 Math AMO–Yes

2012 – Reading Proficiency, 68%
 Math Proficiency, 63%
 Reading Learning Gains, 78 points
 Math Learning Gains, 71 points
 Reading Improvement of Lowest 25% - 85 points
 Math Improvement of Lowest 25% - 67 points
 Reading AMO –No
 Math AMO–No

2011 – School Grade – A
 Reading Proficiency, 83%
 Math Proficiency, 79 %
 Reading Learning Gains, 71%
 Math Learning Gains, 65%
 Reading Improvement of Lowest 25% - 67%
 Math Improvement of Lowest 25% - 69%
 AYP-No

2010– School Grade – A
 Zora Neale Hurston Elementary
 Reading Proficiency, 82%
 Math Proficiency, 82%
 Reading Learning Gains, 75%
 Math Learning Gains, 72%
 Reading Improvement of Lowest 25% - 73%
 Math Improvement of Lowest 25% - 72%
 AYP-No

2009 – School Grade – A
 Zora Neale Hourston Elementary
 Reading Proficiency, 80%
 Math Proficiency, 81%
 Reading Learning Gains, 67%
 Math Learning Gains, 70%
 Reading Improvement of Lowest 25% - 64%

Math Improvement of Lowest 25% - 68%
AYP-No

Trellany Parrish-Gay

Asst Principal

Years as Administrator: 0

Years at Current School: 1

Credentials

Bachelors of Science-Business Administration; Master of Science-Management; Educational Specialist-Educational Leadership;
 Certifications: Business Education 6-12; Educational Leadership

Performance Record

2013 – School Grade – A
 Reading. Proficiency, 68%
 Math Proficiency, 59 %
 Reading Learning Gains, 72%
 Math Learning Gains, 71% points
 Reading Improvement of Lowest 25% - 85% points
 Math Improvement. of Lowest 25% - 71% points
 Reading. AMO –No
 Math AMO–Yes

2012 – School Grade – D
 Frederick Douglass Elementary
 Reading Proficiency, 20%
 Math Proficiency, 34 %
 Reading Learning Gains, 59%
 Math Learning Gains, 57%
 Reading Improvement of Lowest 25% - 66%
 Math Improvement of Lowest 25% - 68%
 Reading. AMO –No
 Math AMO–No

2011 – School Grade – C
 North Miami Middle School
 Reading Proficiency, 44%
 Math Proficiency, 44 %
 Reading Learning Gains, 61%
 Math Learning Gains, 61%
 Reading Improvement of Lowest 25% - 75%
 Math Improvement of Lowest 25% - 68%
 AYP-No

2010 – School Grade – C
 North Miami Middle School
 Reading Proficiency, 45%
 Math Proficiency, 42 %
 Reading Learning Gains, 59%
 Math Learning Gains, 65%
 Reading Improvement of Lowest 25% - 67%
 Math Improvement of Lowest 25% - 67%
 AYP-No

2009 – School Grade – D
 North Miami Middle School
 Reading Proficiency, 42%
 Math Proficiency, 36 %
 Reading. Learning Gains, 13%
 Math Learning Gains, 56%
 Reading Improvement of Lowest 25% - 70%

Math Improvement of Lowest 25% - 64%
AYP-NO

Edward Sindelar

Asst Principal

Years as Administrator: 8

Years at Current School: 9

Credentials

Bachelor of Science-Education, Baylor University; Master of Science-Elementary Education; Nova Southeastern University; Certification: Elementary Education, Middle Grades English, Educational Leadership, ESOL endorsement

Performance Record

2013 – School Grade – A
 Reading Proficiency, 68%
 Math Proficiency, 59 %
 Reading Learning Gains, points 78%
 Math Learning Gains, 71% points
 Reading Improvement of Lowest 25% - 85% points
 Math Improvement of Lowest 25% 71% points
 Reading AMO –No
 Math AMO–Yes
 2012 – Reading Proficiency, 68%
 Math Proficiency, 63%
 Reading Learning Gains, 78 points
 Math Learning Gains, 71 points
 Reading Improvement of Lowest 25% - 85 points
 Math Improvement of Lowest 25% - 67 points
 Reading AMO –No
 Math AMO–No
 2011 – School Grade – A
 Reading Proficiency, 83%
 Math Proficiency, 79 %
 Reading Learning Gains, 71%
 Math Learning Gains, 65%
 Reading Improvement of Lowest 25% - 67%
 Math Improvement of Lowest 25% - 69%
 AYP-No
 2010 – School Grade – A
 Reading Proficiency, 82%
 Math Proficiency, 82 %
 Reading Learning Gains, 75%
 Math Learning Gains, 72%
 Reading Improvement of Lowest 25% - 73%
 Math Improvement of Lowest 25% - 72%
 AYP-No
 2009 – School Grade – A
 Reading Proficiency, 80%
 Math Proficiency, 81 %
 Reading Learning Gains, 67%
 Math Learning Gains, 70%
 Reading Improvement of Lowest 25% - 64%
 Math Improvement of Lowest 25% - 68%
 AYP-No

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

54

receiving effective rating or higher

54, 100%

Highly Qualified Teachers

122%

certified in-field

85, 157%

ESOL endorsed

58, 107%

reading endorsed

17, 31%

with advanced degrees

41, 76%

National Board Certified

5, 9%

first-year teachers

2, 4%

with 1-5 years of experience

5, 9%

with 6-14 years of experience

44, 81%

with 15 or more years of experience

39, 72%

Education Paraprofessionals

of paraprofessionals

17

Highly Qualified

2, 12%

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

45

receiving effective rating or higher

45, 100%

Teacher Recruitment and Retention Strategies

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

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

The Principal and Assistant Principals will be responsible for setting up a mentoring program for new and/or teachers who have recently entered the teaching profession. A mentor will be assigned to each one. In addition, observations of teachers in their department/subject area will take place during the first few weeks of school. Best Practices will also be discussed at Faculty Meetings.

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

The assigned mentor and mentee will meet to discuss needs and new ideas to help Mentee. Observations opportunities will be arranged for the Mentee to observe Mentor and other teachers. Best practices will also be shared.

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

MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs:

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

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising

goals or providing enrichment respectively.

6. Gather and analyze data at all Tier levels to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed 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 (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student

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

- Dr. Lilia Dobao-Principal
- Edward Sindelar and Trellany Parrish-Gay-Assistant Principals
- Fatima Romay, Monica Colucci, Carmen Henao -Grade level Chairs
- Rosa Naranjo, Susanna Villaruel, Yalili Trujillo-Department Chairs
- Daniela Iribarne-Fernandez, Zenia Hernandez-Whelan, Anne Brynes, Barbara Raposo-Rodriguez-Curriculum Team
- Anne Byrnes and Barbara Raposo- Reading and Math Contacts
- Rita Lugo, Lourdes Pastor, and Vilmaris Cruz -Student Service Personnel

Each person represents a designated group of teachers/staff. They meet periodically and then the designated person brings their responses to the meetings. In addition, all teachers are invited to express their opinions/concerns to any member of the team. We strive to have a buy in from all stakeholders.

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

The Tier 1 and Tier 2 worksheets document timelines and supports for any academic or behavioral goal 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. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS 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

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- STAR reading assessment
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics measures
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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 Rtl online training at providing a network of ongoing support for Rtl. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 2,400

Selected students are offered intensive remediation during the second semester of the school year through an after-school tutorial/enrichment program. Identified students work in a small group setting with highly qualified teachers to promote mastery of benchmarks by grade level and subject area. Participation in annual academic clubs offer select students enrichment activities. Students prepare for and participate in competitions in the areas of mathematics, science, and geography. Monthly professional development is provided for all faculty to ensure understanding of instructional practices. Faculty members participate in best practice sessions, vertical and horizontal planning sessions and curriculum information sessions.

Strategy Purpose(s)

- Instruction in core academic subjects

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

In order to determine the effectiveness of this strategy, data is collected and monthly team meetings provide an opportunity for dialogue and to utilize the four step problem solving process as the basis for goal setting, planning and program evaluation. The team collaborates to identify additional needs and focus for instructional decisions. The team will also review progress monitoring data, (District Interim Assessments, etc.) at each grade level to identify student who meet or exceed benchmarks or students who need additional strategies in order to reach targeted benchmarks.

Who is responsible for monitoring implementation of this strategy?

The Leadership Team will be monitoring the implementation of this strategy.

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

Name	Title
Dr. Lilia A. Dobao	Principal
Trellany Parrish-Gay	Assistant Principal
Edward Sindelar	Assistant Principal
Fatima Romay	Third Grade Teacher
Maricel Munoz	ESE-Upper Academy Teacher
Anne Byrnes	Upper Academy Teacher
Stanley McKinney	Upper Academy Teacher
Yalili Aguinaga	Upper Academy Science/Language Arts Teacher
Daniela Iribarne-Fernandez	Lower Academy ESOL Teacher

How the school-based LLT functions

A key factor to an individual school's success is building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to

have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading contact, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month. The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

The major initiatives of the LLT this year will include: (1) aligning International Baccalaureate (IB) Planners with

Common Core Standards, (2) increasing learning gains among students in grades 3-8, (3) implementing best practices to target instruction in the weakest content categories.

Every Teacher Contributes to Reading Instruction

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

All teachers have access to the students' scores, (ex Interim Access) in all subject areas. They meet with classroom teachers to discuss the scores and how they can help improve the scores/learning. Teachers are attending common core standards professional development. Additionally, teachers meet vertically and

horizontally to align District Pacing Guides with curriculum instruction. Teachers incorporate the use of reading strategies in content areas.

Preschool Transition

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

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

Administration assists Everglades K-8 Center by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and paraprofessional. These professionals will assist in providing young children with a variety of meaningful learning experiences, in an environment that gives them opportunities to create knowledge through initiatives shared with supportive adults. Plans in place for assisting pre-school children and their parents with the transition from early childhood to elementary school programs are offered for both General Education and Exceptional Student Education. The

parents of General Education students are invited to a Kindergarten orientation, while the parents of Exceptional Student Education children attend Support meetings offered by the Pre-Kindergarten Program for Children with Disabilities and a Kindergarten Orientation meeting held annually at the school. Students With Disabilities have an Individual Educational Plan (IEP) Exit Staffing which includes parents, current and future teaching staff, and other service providers. The Kindergarten IEP is written at that meeting to ensure the best possible placement and that all needs will be met as special needs students transition to their new classroom. Everglades K-8 holds an articulation meeting for parents and preschool representatives to discuss upcoming registration procedures and academic requirements.

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	73%	70%	No	76%
American Indian				
Asian				
Black/African American				
Hispanic	73%	70%	No	76%
White	65%	64%	No	69%
English language learners	52%	55%	Yes	57%
Students with disabilities	45%	46%	Yes	51%
Economically disadvantaged	69%	68%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	226	29%	35%
Students scoring at or above Achievement Level 4	302	39%	41%

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>		24%
Students scoring at or above Level 7	16	52%	52%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	71%

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)	165	60%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	97	35%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	105	38%	44%

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	160	61%	65%
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	69%	64%	No	72%
American Indian				
Asian				
Black/African American				
Hispanic	69%	64%	No	72%
White	65%	50%	No	69%
English language learners	56%	56%	Yes	60%
Students with disabilities	44%	45%	Yes	50%
Economically disadvantaged	65%	61%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	225	32%	41%
Students scoring at or above Achievement Level 4	188	27%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	15	48%	50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		60%	64%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		72%	75%
Middle school performance on high school EOC and industry certifications		94%	95%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		22%
Students scoring at or above Achievement Level 4	28	78%	78%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		23%
Students scoring at or above Achievement Level 4	24	69%	69%

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	35	29%	33%
Students scoring at or above Achievement Level 4	22	18%	20%

Florida Alternate Assessment (FAA)

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

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	22%	25%
Students scoring at or above Achievement Level 4	50	35%	36%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	200	18%	20%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	71	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	23	3%	2%
Students who are not proficient in reading by third grade	31	30%	27%
Students who receive two or more behavior referrals	80	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	7	6%	5%
Students who fail a mathematics course	1	0%	0%
Students who fail an English Language Arts course	7	2%	1%
Students who fail two or more courses in any subject	1	0%	0%
Students who receive two or more behavior referrals	80	7%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school**Barrier(s)**

- Many parents do not understand English and are hesitant to become involved in school activities.
- Many parents find it difficult to become involved in school activities due to work schedules, family situations or other issues.

Strategy(ies)

- Conduct parent meetings/trainings in English and Spanish.
- Bilingual workshops sponsored by The Parent's Academy will be held at Everglades K-8 Center.
- Continue the use of Connect-Ed, marquee, school web page and monthly calendar to promote school events.
- Conduct events at varied times which are convenient for parents.
- Communicate relevant information through a Resource Fair.

How to monitor for fidelity

- Communication Logs
- Connect Ed Reports

- Parent Attendance Sheets/Sign-in Sheets from School Events

How to monitor for effectiveness

- The number of parents attending events will be used to determine effectiveness.

How to monitor progress - Assessment(s)

- Compare growth of participation from the beginning of the 2013-2014 school year to the end.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
• Orientation	100	1%	2%
• School Performances	650	59%	61%
• Family Movie Night	75	.06%	1%
• FCAT Informational Workshops	125	11%	13%
• Open House	800	73%	75%
• Drop in Day	750	70%	72%
• McDonald's Night	125	11%	13%

Goals Summary

- G1.** On the 2013 Reading Portion of the FCAT 2.0, (70%) of the students at Everglades K-8 Center were proficient in Reading. The Reading Goal for 2014 is to increase overall student proficiency by 6 percentage points to (76%).
- G2.** The results of the 2013 FCAT Writing Test indicate that 61%(160) of students scored Level 3 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 or higher on the 2014 FCAT Writing Test to 65%.
- G3.** The results of the 2013 FCAT Mathematics test indicated that 64% of our students were proficient on the Math portion of the 2013 FCAT. Our goal for the 2013-2014 school year is to increase student proficiency by 8 percentage points to 72%.
- G4.** Our goal for the 2013-2014 school year is that 26% of students participate in 7th & 8th grade middle school acceleration courses and that 85% of students perform at Level 3 or higher on the Algebra and Geometry EOC and Science portion of the 2014 FCAT.
- G5.** Our goal for the 2013-2014 school year is to maintain the same level of proficiency - 91% of students passing the Geometry EOC during the 2012-2013.
- G6.** The results of the 2013 Algebra EOC test indicated that 22% of our students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to maintain the current level of achievement.
- G7.** In Grade 5, 29% of the students scored a level 3 on the science portion of the 2013 FCAT 2.0. Our goal is to increase the students scoring at Achievement Level 3 on the Science portion of the 2014 FCAT 2.0 to 33%.
- G8.** The results of the 2013 FCAT 2.0 Science test indicated that 57% of eighth grade students scored Level 3 or higher. Our goal for the 2013-2014 school year is to increase the percentage of our students scoring at achievement level 3 or higher to 61%.
- G9.** Our goal for the 2013-2014 school year is to incorporate the STEM-related experiences for our students and increase the percentage of students participating in STEM-related activities/experiences.
- G10.** Our goal is to have the proficiency level on the Civics EOC increase from the baseline test of 2014.
- G11.** Our goal is decrease the number of Early Warning System indicators in Elementary Grades PreK-5
- G12.** Our goal is decrease the number of Early Warning System indicators in middle school- Grades 6-8.

- G13.** Our goal for CTE is to increase the number of students who take CTE by 1 percentage point. Currently there are 173 students in Term 1 and 163 for Term 2.

- G14.** Our goal for the 2013-2014 school year is to increase the percentage of parents participating in curriculum-based parent workshops.

Goals Detail

G1. On the 2013 Reading Portion of the FCAT 2.0, (70%) of the students at Everglades K-8 Center were proficient in Reading. The Reading Goal for 2014 is to increase overall student proficiency by 6 percentage points to (76%).

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- District Pacing Guides, Reading Plus, Accelerated Reader (AR), Reading Plus, SuccessMaker, Ticket to Read, Research Based Reading Series, the state adopted/Common Core curriculum

Targeted Barriers to Achieving the Goal

- Student performance data indicates 29% of students scored Achievement Level 3 on the 2013 FCAT 2.0. Students scoring at Level 3 or above on the Reading portion of the 2014 FCAT 2.0 will show an increase to 35% - an increase of 6 percentage points. Students scoring at achievement level 3 had difficulty with informational text and research process. The students need additional support using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.
- Student performance data indicates 39% of students scored Achievement Level 4 or above on the 2013 FCAT. Students experienced difficulty in Reporting Category 3, Literary Analysis; students need additional instruction in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects.
- During the administration of 2013 Florida Alternate Assessment (FAA) 23% of the students achieved a level of 4, 5 or 6. The goal of the 2014 FAA is to increase the number of students achieving a level 4, 5 or 6 by 1 percentage point. The areas of deficiency were Vocabulary and Informational Text.
- On the 2013 Reading FCAT All Students (70%), Hispanics(70%) and Economically Disadvantaged(68%) students did not meet their AMO goal. Our goal is for these students to increase proficiency to: All(76%), Hispanic(76%), and ED (72%). The subgroups did not make AMO in the area of Vocabulary.
- The number of students scoring Level 7 and above on the 2013 Florida Alternate Assessment (FAA) was 52%. The areas of deficiency were Vocabulary and Informational Text.
- Student performance data indicates 72% of the students made learning gains on the 2013 FCAT. Students experienced difficulty in Reporting Category 2: Reading Application. Students need additional instruction in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- Student performance data indicates 68% of the students in the lowest 25% made learning gains. Students experienced difficulty in Reporting Category 2, Reading Application; students need additional instruction in main idea, relevant details and conclusion/inferences.
- Student performance data from the 2013 CELLA Administration indicates that 60% of students were proficient in the area of Listening and Speaking. Students require additional opportunities in and outside of the classroom to speak English.

- Student performance data from the 2013 CELLA Administration indicates that 35% of students were proficient in the area of Reading. Students require additional opportunities to read in English.
- Student performance data from the 2013 CELLA Administration indicates that 38% of students were proficient in the area of Writing. Students require additional opportunities to practice academic writing.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Interim Assessments and FCAT 2.0.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 FCAT 2.0

G2. The results of the 2013 FCAT Writing Test indicate that 61%(160) of students scored Level 3 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 or higher on the 2014 FCAT Writing Test to 65%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Daily Journal Practice (prompts), Peer editing, Completion of the writing process, Grammar Practice Workbooks, Wordly Wise

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 FCAT Writing indicates that 67% of fourth grade students who scored FCAT 3.5 and above require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.
- Students' performance data from the 2013 FCAT Writing indicates that 69% of eighth students who scored 3.5 and above require additional support with fluency in expository essay writing. Students experienced difficulty in writing expository, specifically elaborating on relevant information about the topic.

Plan to Monitor Progress Toward the Goal

Review activities and/or writing samples including conferencing with students.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule:

Quarterly and/or Yearly

Evidence of Completion:

Formative: Ongoing Assessments, Monthly Writing Assessments Data reports available from multiple sources including Region, District, State and School. Monthly prompts will be used to evaluate writing improvements. District Baseline, midyear and post year assessment will be compared.

G3. The results of the 2013 FCAT Mathematics test indicated that 64% of our students were proficient on the Math portion of the 2013 FCAT. Our goal for the 2013-2014 school year is to increase student proficiency by 8 percentage points to 72%.

Targets Supported

Resources Available to Support the Goal

- Go Math! Series (K-5), Holt McDougal Math Series (6-8), GIZMOS, Think Central

Targeted Barriers to Achieving the Goal

- The results of 2013 FCAT 2.0 Mathematics Test indicate our White (50%), Hispanic(64%) and ED(61%) were proficient. Our goal for 2014 is to increase proficiency in White (69%), Hispanic(72%) and ED(69%) subgroups. In grades 3 and 4, the area of deficiency was Reporting Category 2 (base ten and fractions). In grades 5-8, the area of deficiency was Reporting Category 3 (geometry and measurement).
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 27% (188) of students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 student proficiency by 4 percentage points to 31%. In grades 3 and 4, the area of deficiency was Reporting Category 2 (base ten and fractions). In grades 5-8, the area of deficiency was Reporting Category 3 (geometry and measurement).
- The results of the 2013 FCAT 2.0 Mathematics Test indicated that 32% (225) of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 9 percentage points to 41%. In grades 3 and 4, the area of deficiency was Reporting Category 2 (base ten and fractions). In grades 5-8, the area of deficiency was Reporting Category 3 (geometry and measurement).
- The results of the 2013 Florida Alternate Assessment (FAA) indicated that 48% (15) of students achieved Levels 4, 5, and 6 on the mathematics portion of the test. Our goal for the 2013-2014 school year is to increase Levels 4, 5, and 6 by 2 percentage points to 50%.
- The results of the 2013 FAA Mathematics Test indicate that 26% (8) of students achieved Levels 7-9. Our goal for the 2013-2014 school year is to increase Levels 7-9 student by 1 percentage to 27%. In grades 3 and 4, the area of deficiency was Reporting Category 2 (base ten and fractions). In grades 5-8, the area of deficiency was Reporting Category 3 (geometry and measurement).
- On the 2013 assessments, 60% of the students in our Lowest 25% category showed learning gains on the Mathematics portion of the state assessments. Our goal for 2014 is to have 64% of the students in our Lowest 25% category show learning gains. In grades 3 and 4, the area of deficiency was Reporting Category 2 (base ten and fractions). In grades 5-8, the area of deficiency was Reporting Category 3 (geometry and measurement).
- On the 2013 Math portion of the FCAT 2.0 assessment, 65% of our students demonstrated learning gains. Our goal for the 2014 math portion of the FCAT 2.0 is to increase our learning gains to 69%. In grades 3 and 4, the area of deficiency was Reporting Category 2 (base ten and fractions). In grades 5-8, the area of deficiency was Reporting Category 3 (geometry and measurement).

Plan to Monitor Progress Toward the Goal

Following FCIM using data from District Interim Assessments and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessment Summative Assessments - Results of the 2014 FCAT 2.0

G4. Our goal for the 2013-2014 school year is that 26% of students participate in 7th & 8th grade middle school acceleration courses and that 85% of students perform at Level 3 or higher on the Algebra and Geometry EOC and Science portion of the 2014 FCAT.

Targets Supported

- Math ()

Resources Available to Support the Goal

- Leadership Team, MYP Coordinator, Math/Science Coach

Targeted Barriers to Achieving the Goal

- Data from the 2012-2013 school year indicates that 26% of students participated in middle school acceleration courses. Students must score an FCAT Level 3, 4 or 5 to be eligible to participate in high school EOC courses.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. Our goal for the 2013-2014 school year is to maintain the same level of proficiency - 91% of students passing the Geometry EOC during the 2012-2013.

Targets Supported

- Math ()

Resources Available to Support the Goal

- Discovering Geometry by Key Curriculum Press textbook and available materials, State Adopted Curriculum, District Pacing Guides

Targeted Barriers to Achieving the Goal

- The results of the 2013 Geometry EOC test indicated that 24(69%) of our students achieved level 4 or 5 proficiency.
- The results of the 2013 Geometry EOC test indicated that 8(23%) of our students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to maintain the same level of proficiency.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Interim Assessments and EOC

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 Geometry EOC

G6. The results of the 2013 Algebra EOC test indicated that 22% of our students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to maintain the current level of achievement.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Teachers, Algebra Florida Edition by Pearson

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 Algebra EOC indicates that 22% (8) of students scored at Level 3. Students scored lowest in the Reporting Category of Rationals, Radicals, Quadratics & Discrete mathematics.
- Student performance data from the 2013 Algebra EOC indicates that 78% (28) of students scored at Level 4 and above. Students scored lowest in the Reporting Category of Rationals, Radicals, Quadratics & Discrete mathematics.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Interim Assessments and EOC

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 Algebra EOC

G7. In Grade 5, 29% of the students scored a level 3 on the science portion of the 2013 FCAT 2.0 Our goal is to increase the students scoring at Achievement Level 3 on the Science portion of the 2014 FCAT 2.0 to 33%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Science curriculum, lab materials, GIZMOS

Targeted Barriers to Achieving the Goal

- During the administration of the 2013 Science portion of the FCAT 2.0 - 18% of the students in grade 5 scored a level 4 or 5. The goal of the 2014 Science portion of the FCAT 2.0 is to increase the number of students achieving a level 4 or 5 by 2 percentage points.
- Students who scored at or above achievement level 4 on the 2013 Science FCAT scored lowest on the Reporting Category Nature of Science.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative assessments-Scott Foresman series, quizzes/tests and district interim assessments, Results of the 2014 FCAT

G8. The results of the 2013 FCAT 2.0 Science test indicated that 57% of eighth grade students scored Level 3 or higher. Our goal for the 2013-2014 school year is to increase the percentage of our students scoring at achievement level 3 or higher to 61%.

Targets Supported

- Science

Resources Available to Support the Goal

- Science curriculum and lab materials, GIZMOS

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 8th grade portion of the Science FCAT 2.0 is to increase the students scoring at Achievement Level 4 and 5 from 35% to 36% - an increase of 1 percentage point on the Science portion of the 2014 FCAT 2.0.
- Our goal for the 2013-2014 8th grade portion of the Science FCAT 2.0 is to increase the students scoring at Achievement Level 3 from 22% to 25% - an increase of 3 percentage points on the Science portion of the 2014 FCAT 2.0.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative assessments-district interim assessments, 2014 FCAT results

G9. Our goal for the 2013-2014 school year is to incorporate the STEM-related experiences for our students and increase the percentage of students participating in STEM-related activities/experiences.

Targets Supported

- STEM - All Levels
- CTE

Resources Available to Support the Goal

- GIZMOS, Science Builders, Science Journals, Science Fair

Targeted Barriers to Achieving the Goal

- The biggest barrier is that teachers do not have an understanding of procedures needed to establish this program.

Plan to Monitor Progress Toward the Goal

The school will establish a plan and timeline for the development of student projects and increase STEM experiences for students (i.e. Fairchild Challenge, Annual Science Fair, and Sixth Grade Invention Convention,

Person or Persons Responsible

Leadership Team, Counselor, Social Worker

Target Dates or Schedule:

Monthly

Evidence of Completion:

The school will establish a plan and timeline for the development of student projects and increase STEM experiences for students (i.e. Fairchild Challenge, Annual Science Fair, and Sixth Grade Invention Convention, IB/MYP Culminating Project [Eighth grade students]).

G10. Our goal is to have the proficiency level on the Civics EOC increase from the baseline test of 2014.

Targets Supported

Resources Available to Support the Goal

- Florida Civics, Economics and Geography by McGraw-Hill textbooks, District Pacing Guides

Targeted Barriers to Achieving the Goal

- Based on the 2013 Baseline Assessment, students showed deficiencies in the area of Organization and Function of Government.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Interim Assessments and Civics EOC.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 Civic 2014

G11. Our goal is decrease the number of Early Warning System indicators in Elementary Grades PreK-5

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Counselor, Social Worker, School Administrators, Teachers, Parents

Targeted Barriers to Achieving the Goal

- Data reports from the 2012-2013 school year indicate that 6%(71) students missed 10% or more of available Instructional Time.
- Data reports from the 2012-2013 school year indicate that 3%(23) students were retained in Grades PreK-5.
- Data reports from the 2012-2013 school year indicate that 30%(31) students were not proficient in reading by third grade.
- Data reports from the 2012-2013 school year indicate that 0%(2) students received two or more behavioral referrals; and 0% (0) students received behavior referrals that lead to suspension.

Plan to Monitor Progress Toward the Goal

Attendance will be monitored and discussed with student

Person or Persons Responsible

Teacher, Counselor, Attendance Clerk

Target Dates or Schedule:

Daily and/or Weekly

Evidence of Completion:

Daily Attendance Roster, Conference Logs, Improved Attendance

G12. Our goal is decrease the number of Early Warning System indicators in middle school- Grades 6-8.

Targets Supported

- EWS - Middle School

Resources Available to Support the Goal

- Counselor, Social Worker, School Administrators, Teachers, Parents

Targeted Barriers to Achieving the Goal

- Data reports from the 2012-2013 school year indicate that 6%(71) students missed 10% or more of available Instructional Time.
- Data reports from the 2012-2013 school year indicate that 0%(1) of student failed a math course, 2%(7) failed an English Language Arts Course, Grades 6-8, and 0%(1) student failed two or more courses in any subject.
- Data reports from the 2012-2013 school year indicate that 0%(2) students received two or more behavioral referrals that lead to suspension and 7%(80) students received two or more behavior referrals.

Plan to Monitor Progress Toward the Goal

Following the FCIM, Case Management Forms will be reviewed. If needed, Rtl meetings will be scheduled.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Case Management Forms, Attendance Report, District Reports and Data from Report Cards

G13. Our goal for CTE is to increase the number of students who take CTE by 1 percentage point. Currently there are 173 students in Term 1 and 163 for Term 2.

Targets Supported

- CTE

Resources Available to Support the Goal

- Teachers and/or Paraprofessionals; Textbooks, magazines and other materials that show jobs and jobs.

Targeted Barriers to Achieving the Goal

- The biggest barrier at Everglades K-8 Center is that enrollment in the course is limited because of space. Currently there are 173 students in Term 1 of the program and 163 scheduled for Term 2.

Plan to Monitor Progress Toward the Goal

Teacher created tests will be used to monitor student achievement.

Person or Persons Responsible

Teachers and students

Target Dates or Schedule:

Daily, Weekly and/or Quarterly

Evidence of Completion:

Completed tests

G14. Our goal for the 2013-2014 school year is to increase the percentage of parents participating in curriculum-based parent workshops.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Our goal for the 2013-2014 school year is to increase the percentage of parents participating in curriculum-based parent workshops.

Targeted Barriers to Achieving the Goal

- Parents work schedules conflict with curriculum-based parent workshops.

Plan to Monitor Progress Toward the Goal

Contact logs/sign in sheets will be used for events

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance and sign-in sheets at events

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 Reading Portion of the FCAT 2.0, (70%) of the students at Everglades K-8 Center were proficient in Reading. The Reading Goal for 2014 is to increase overall student proficiency by 6 percentage points to (76%).

G1.B1 Student performance data indicates 29% of students scored Achievement Level 3 on the 2013 FCAT 2.0. Students scoring at Level 3 or above on the Reading portion of the 2014 FCAT 2.0 will show an increase to 35% - an increase of 6 percentage points. Students scoring at achievement level 3 had difficulty with informational text and research process. The students need additional support using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.

G1.B1.S1 Provide students with opportunities to practice identifying topics and themes within and across texts.

Action Step 1

Follow FCIM using data from District Interim Assessments and FCAT 2.0.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 FCAT 2.0

Facilitator:

Ms. Colucci, Ms. Trujillo, Ms. Byrnes

Participants:

K-8 Teachers

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments, Data Chats

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - McDougal Littell Literature series, Research-baseds Reading Series, Quizzes/Tests and District Interim Assessments

G1.B2 Student performance data indicates 39% of students scored Achievement Level 4 or above on the 2013 FCAT. Students experienced difficulty in Reporting Category 3, Literary Analysis; students need additional instruction in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects.

G1.B2.S1 Provide students with opportunities with exposure to genres that develop use of figurative language.

Action Step 1

Instruction should include the use of poetry to practice identifying descriptive language that defines moods and provides imagery.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including Benchmarks Assessments.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Wonder Works Series, Quizzes/Tests and District Interim Assessments

G1.B3 During the administration of 2013 Florida Alternate Assessment (FAA) 23% of the students achieved a level of 4, 5 or 6. The goal of the 2014 FAA is to increase the number of students achieving a level 4, 5 or 6 by 1 percentage point. The areas of deficiency were Vocabulary and Informational Text.

G1.B3.S1 Students will improve their vocabulary and informational text abilities by doing multiple reads of a selection prior to responding to comprehension questions.

Action Step 1

Students will be guided to read fiction, nonfiction and informational text to identify the differences. Vocabulary will be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, site generated assessments,

Facilitator:

Maricel Munoz

Participants:

Special Education Teachers(SPED)

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

Following the Access Points, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Teams

Target Dates or Schedule

Monthly

Evidence of Completion

Student work and Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Following the Access Points, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments

G1.B4 On the 2013 Reading FCAT All Students (70%), Hispanics(70%) and Economically Disadvantaged(68%) students did not meet their AMO goal. Our goal is for these students to increase proficiency to: All(76%), Hsipanic(76%), and ED (72%). The subgroups did not make AMO in the area of Vocabulary.

G1.B4.S1 Provide students with opportunities to strengthen vocabulary skills.

Action Step 1

Implement the use of word walls, personal dictionaries, multiple meaning charts, and more instruction on the meaning of words, phrases, and expressions.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Facilitator:

Program/Field Representative

Participants:

K-8 Teachers

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments- Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments- Quizzes/Tests and District Interim Assessments.

G1.B5 The number of students scoring Level 7 and above on the 2013 Florida Alternate Assessment (FAA) was 52%. The areas of deficiency were Vocabulary and Informational Text.

G1.B5.S1 Students will improve their vocabulary and informational text abilities by doing multiple reads of a selection prior to responding to comprehension questions.

Action Step 1

Students will be provided with opportunities to refer to expand their vocabulary and improve informational text skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments

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

Following the Access Points, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Plan to Monitor Effectiveness of G1.B5.S1

Following the Access Points, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments

G1.B6 Student performance data indicates 72% of the students made learning gains on the 2013 FCAT. Students experienced difficulty in Reporting Category 2: Reading Application. Students need additional instruction in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B6.S1 Provide students with the opportunities to use exemplary text to support their answer and improve in Reporting Category of Reading Application.

Action Step 1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Wonder Works Series, Quizzes/Tests and District Interim Assessments

G1.B7 Student performance data indicates 68% of the students in the lowest 25% made learning gains. Students experienced difficulty in Reporting Category 2, Reading Application; students need additional instruction in main idea, relevant details and conclusion/inferences.

G1.B7.S1 Students will be provided opportunities to read and analyze various types of genres that apply to reading application.

Action Step 1

Students will be provided opportunities to read and comprehend literature and informational text independently and proficiently.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Ms. Andrea Hernandez (school psychologist)

Participants:

K-8 Teachers

Action Step 2

Students will be provided opportunities to read and comprehend literature and informational text independently and proficiently.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and District Interim Assessments

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Student work and site generated assessments, including benchmarks

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments, Quizzes/Tests and District Interim Assessments

G1.B8 Student performance data from the 2013 CELLA Administration indicates that 60% of students were proficient in the area of Listening and Speaking. Students require additional opportunities in and outside of the classroom to speak English.

G1.B8.S1 Students will be provided opportunities to develop their listening and oral language skills.

Action Step 1

Students will participate in cooperative learning groups to provide opportunities for role play. Rubrics will be used to evaluate mastery.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments Research Based Reading Series and District Interim Assessments

G1.B9 Student performance data from the 2013 CELLA Administration indicates that 35% of students were proficient in the area of Reading. Students require additional opportunities to read in English.

G1.B9.S1 Students will be provided with opportunities to develop reading skills through a variety of genres.

Action Step 1

Chunking will be utilized to improve students' vocabulary development and fluency through exposure to different genres.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students work, rubrics, site generated assessments

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

Following the FCIM model monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments-Quizzes/Tests and District Interim Assessments.

G1.B10 Student performance data from the 2013 CELLA Administration indicates that 38% of students were proficient in the area of Writing. Students require additional opportunities to practice academic writing.

G1.B10.S1 Students will be provided with opportunities to develop writing skills.

Action Step 1

During instruction, students will be guided in developing and using graphic organizers and Reading Response Logs

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B10.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments-Quizzes/Tests and District Interim Assessments

G2. The results of the 2013 FCAT Writing Test indicate that 61%(160) of students scored Level 3 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 or higher on the 2014 FCAT Writing Test to 65%.

G2.B1 Student performance data from the 2013 FCAT Writing indicates that 67% of fourth grade students who scored FCAT 3.5 and above require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G2.B1.S1 Students will be provided with opportunities to develop writing skills as it pertains to narrative writing skills.

Action Step 1

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

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Student writing samples

Facilitator:

Monica Colucci/ Yalili Trujillio

Participants:

Language Arts Teachers

Action Step 2

Teachers will model writing samples using anchor papers.

Person or Persons Responsible

Teachers, Students, Media Specialist

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, electronic gradebook and writer's notebook showing finished samples

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Writing Samples and District Mid-year Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Writing Samples and District Mid-year Assessment

G2.B1.S2 Students will be provided with opportunities to develop and demonstrate creative writing skills. Writing instruction should include using ideas and content (examples, statistics, comparisons, vivid descriptions and specific word choice, including a developed incidence to support each reason).

Action Step 1

Writing instruction should include using ideas and content (examples, statistics, comparisons, vivid descriptions and specific word choice, including a developed incidence to support each reason

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments - Student Writing Samples, District Mid-Year Assessment

Plan to Monitor Effectiveness of G2.B1.S2

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments - Student writing samples and District Mid-year Assessment

G2.B2 Students' performance data from the 2013 FCAT Writing indicates that 69% of eighth students who scored 3.5 and above require additional support with fluency in expository essay writing. Students experienced difficulty in writing expository, specifically elaborating on relevant information about the topic.

G2.B2.S1 Students will be provided with opportunities to develop and demonstrate creative writing skills. Writing instruction should include using ideas and content (examples, statistics, comparisons, vivid descriptions and specific word choice, including a developed incidence to support each reason.

Action Step 1

Writing instruction should include using ideas and content (examples, statistics, comparisons, vivid descriptions and specific word choice, including a developed incidence to support each reason.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Samples

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

:Literacy Leadership Team

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative Assessments - Student Writing Samples,

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-Weekly Formative

Evidence of Completion

Formative Assessments - Student writing samples and District Mid-year Assessment

G2.B2.S2 Students will be provided with opportunities to develop and demonstrate creative writing skills. Writing instruction should include using ideas and content (examples, statistics, comparisons, vivid descriptions and specific word choice, including a developed incidence to support each reason.

Action Step 1

Writing instruction should include using ideas and content (examples, statistics, comparisons, vivid descriptions and specific word choice, including a developed incidence to support each reason.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - Student Writing Samples,

Plan to Monitor Effectiveness of G2.B2.S2

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi- Weekly

Evidence of Completion

Formative Assessments - Student writing samples and District Mid-year Assessment

G3. The results of the 2013 FCAT Mathematics test indicated that 64% of our students were proficient on the Math portion of the 2013 FCAT. Our goal for the 2013-2014 school year is to increase student proficiency by 8 percentage points to 72%.

G3.B1 The results of 2013 FCAT 2.0 Mathematics Test indicate our White (50%), Hispanic(64%) and ED(61%) were proficient. Our goal for 2014 is to increase proficiency in White (69%), Hispanic(72%) and ED(69%) subgroups. In grades 3 and 4, the area of deficiency was Reporting Category 2 (base ten and fractions). In grades 5-8, the area of deficiency was Reporting Category 3 (geometry and measurement).

G3.B1.S1 Increase knowledge in the areas of numbers, base ten and fractions, and geometric concepts for K-8 students, provide students opportunities to manipulate numbers, fractions, and geometry in real-world situations.

Action Step 1

Develop real-world lesson that will help students make a connection with base ten and fractions and geometry.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and district interim assessments

Facilitator:

Diane Botana & Magdalena Zorrilla

Participants:

K-8 Teachers

Action Step 2

The Leadership Team developed a morning math tutoring program for selected students in grades 6-8. Instruction targets deficient areas as noted on the Fall and Winter Interim Assessments.

Person or Persons Responsible

Teachers and Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and district interim assessments

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

Following FCIM using data from District Interim Assessments and FCAT 2.0

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, Tests, and District Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Following FCIM using data from District Interim Assessments and FCAT 2.0

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments, GoMath series, Holt McDougal series

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 27% (188) of students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 student proficiency by 4 percentage points to 31%. In grades 3 and 4, the area of deficiency was Reporting Category 2 (base ten and fractions). In grades 5-8, the area of deficiency was Reporting Category 3 (geometry and measurement).

G3.B2.S1 According to the results of the 2013 FCAT 2.0, 27% (188) of all students scored at Level 4-5. Students in Grades 3 exhibited difficulty in Reporting Category 2, Fractions, students in Grade 4 experienced difficulty in Reporting Category 2 Number:Base Ten and Fractions; students in Grades 5-8 experienced difficulty in Reporting Category 3-Geometry and Measurement.

Action Step 1

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of fractions, base ten and geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

G3.B3 The results of the 2013 FCAT 2.0 Mathematics Test indicated that 32% (225) of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 9 percentage points to 41%. In grades 3 and 4, the area of deficiency was Reporting Category 2 (base ten and fractions). In grades 5-8, the area of deficiency was Reporting Category 3 (geometry and measurement).

G3.B3.S1 According to the results of the 2013 FCAT 2.0, 32% of all students scored at Level 3. Students in Grades 3 exhibited difficulty in Reporting Category 2, Fractions, students in Grade 4 experienced difficulty in Reporting Category 2 Number:Base Ten and Fractions; students in Grades 5-8 experienced difficulty in Reporting Category 3, Geometry and Measurement.

Action Step 1

Utilize Task Cards as a means of engaging students in higher order thinking with the concepts of fractions, base ten and geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Mrs. M. Zorrilia

Participants:

K-8 Grade Teachers

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Go Math! Series, Holt McDougal Series

G3.B4 The results of the 2013 Florida Alternate Assessment (FAA) indicated that 48% (15) of students achieved Levels 4, 5, and 6 on the mathematics portion of the test. Our goal for the 2013-2014 school year is to increase Levels 4, 5, and 6 by 2 percentage points to 50%.

G3.B4.S1 During the administration of the 2013 Florida Alternate Assessment (FAA), 48% (15) of the students achieved a level 4, 5 or 6. The goal for the 2014 FAA is to increase the number of students in levels 4, 5 or 6 by 2 percentage points to 50%.

Action Step 1

Following the Access Points, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work and site based assessments

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

Following the Access points, monthly assessments data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Following the Access points, monthly assessments data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments

G3.B5 The results of the 2013 FAA Mathematics Test indicate that 26% (8) of students achieved Levels 7-9. Our goal for the 2013-2014 school year is to increase Levels 7-9 student by 1 percentage to 27%. In grades 3 and 4, the area of deficiency was Reporting Category 2 (base ten and fractions). In grades 5-8, the area of deficiency was Reporting Category 3 (geometry and measurement).

G3.B5.S1 During the administration of the 2013 Florida Alternate Assessment (FAA), 26% (8) of the students achieved a level 7, 8 and 9. The goal for the 2014 FAA is to increase the number of students in levels 7, 8 and 9 by 1 percentage points to 27%.

Action Step 1

Following the Access points, monthly assessments data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

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

Following the Access points, monthly assessments data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work and site generated assessments

Plan to Monitor Effectiveness of G3.B5.S1

Following the Access points, monthly assessments data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student work and site generated assessments

G3.B6 On the 2013 assessments, 60% of the students in our Lowest 25% category showed learning gains on the Mathematics portion of the state assessments. Our goal for 2014 is to have 64% of the students in our Lowest 25% category show learning gains. In grades 3 and 4, the area of deficiency was Reporting Category 2 (base ten and fractions). In grades 5-8, the area of deficiency was Reporting Category 3 (geometry and measurement).

G3.B6.S1 Provide students with opportunities to participate with base ten, fraction and with opportunities to identify three and two-dimensional object representation.

Action Step 1

Small group instruction will focus on base ten, fractions and identifying two dimensional views of three-dimensional objects through the use of manipulatives and real-world examples.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 2

Small group instruction will focus on the lowest Benchmarks as seen on the Fall and Winter Assessments.

Person or Persons Responsible

Teachers and Co-Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, activities, assessment.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

G3.B6.S2 Increase the opportunity and fidelity of Differentiated Instruction in mathematics classes for students in the lowest 25%. Students must have targeted instruction focusing on the students' lowest scoring Benchmarks on the Interim Assessments, in preparation for the 2014 FCAT 2.0.

Action Step 1

Provide differentiated instruction for students showing weaknesses, in specific benchmarks

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Pre- and Post Test benchmarks exams, on benchmarks being retaught.

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

Post-test exams of the on the DI instruction of weakest benchmarks

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongong

Evidence of Completion

Assessments

Plan to Monitor Effectiveness of G3.B6.S2

Compare pre-test to post-test

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

assessments

G3.B6.S3 Teachers, can use available programs such as, the CPalms resource, Florida Focus , FCAT Explorer, and grade level material when targeting the lowest benchmarks.

Action Step 1

Teachers should use available research-based material for math intervention and reteaching.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, DI groups as seen in classroom instruction, and pre-post tests of targeted benchmarks.

Plan to Monitor Fidelity of Implementation of G3.B6.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B6.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B7 On the 2013 Math portion of the FCAT 2.0 assessment, 65% of our students demonstrated learning gains. Our goal for the 2014 math portion of the FCAT 2.0 is to increase our learning gains to 69%. In grades 3 and 4, the area of deficiency was Reporting Category 2 (base ten and fractions). In grades 5-8, the area of deficiency was Reporting Category 3 (geometry and measurement).

G3.B7.S1 Provide contexts for mathematical exploration and the development of student understanding of fractions, base ten and geometry and measurement.

Action Step 1

Through differentiated instruction, incorporate time for practice on base ten, fractions, geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G3.B7.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

G4. Our goal for the 2013-2014 school year is that 26% of students participate in 7th & 8th grade middle school acceleration courses and that 85% of students perform at Level 3 or higher on the Algebra and Geometry EOC and Science portion of the 2014 FCAT.

G4.B1 Data from the 2012-2013 school year indicates that 26% of students participated in middle school acceleration courses. Students must score an FCAT Level 3, 4 or 5 to be eligible to participate in high school EOC courses.

G4.B1.S1 Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of real world problems using operations on real numbers.

Action Step 1

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of real world problems using operations on real numbers.

Person or Persons Responsible

teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Following FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - Quizzes/Tests and District Interim Assessments

G5. Our goal for the 2013-2014 school year is to maintain the same level of proficiency - 91% of students passing the Geometry EOC during the 2012-2013.

G5.B1 The results of the 2013 Geometry EOC test indicated that 24(69%) of our students achieved level 4 or 5 proficiency.

G5.B1.S1 Utilize technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Action Step 1

Student work and site generated assessments, including benchmarks

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Utilize technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Facilitator:

Ms. M. Zorrillia

Participants:

6-8 Teachers

Action Step 2

Teachers will instruct on problem solving as they relate to geometry to solve problems and develop an understanding of conditional statements, converse, inverse and contrapositive.

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Gradebook, lesson plans, geometric drawings and problems

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

Student work and site generated assessments, including benchmarks

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Key's Curriculum, Discovering Geometry, Quizzes/Tests and District Interim Assessments

G5.B2 The results of the 2013 Geometry EOC test indicated that 8(23%) of our students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to maintain the same level of proficiency.

G5.B2.S1 Provide opportunities for students to master the content so they will be able to identify the converse, inverse, and contrapositive of a given statement, determine whether two propositions are logically equivalent in mathematical or real-world contexts, and solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Action Step 1

Provide opportunities for students to master the content so they will be able to identify the converse, inverse, and contrapositive of a given statement, determine whether two propositions are logically equivalent in mathematical or real-world contexts, and solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed. Monthly Formative Assessments – Go Math! Series, Quizzes/Tests and District Interim Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments – Go Math! Series, Quizzes/Tests and District Interim Assessments

G6. The results of the 2013 Algebra EOC test indicated that 22% of our students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to maintain the current level of achievement.

G6.B1 Student performance data from the 2013 Algebra EOC indicates that 22% (8) of students scored at Level 3. Students scored lowest in the Reporting Category of Rationals, Radicals, Quadratics & Discrete mathematics.

G6.B1.S1 Provide all students opportunities to explore and apply the use of a system of equations in the real world. Develop mathematical vocabulary for all students. Provide students with more practice using quadratic equations to solve real-world problems.

Action Step 1

Provide all students opportunities to explore and apply the use of a system of equations in the real world. Develop mathematical vocabulary for all students. Provide students with more practice using quadratic equations to solve real-world problems.

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Daily

Evidence of Completion

Electronic gradebook, lesson plans, teacher observations, state and district assessments

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

Provide all students opportunities to explore and apply the use of a system of equations in the real world. Develop mathematical vocabulary for all students. Provide students with more practice using quadratic equations to solve real-world problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Plan to Monitor Effectiveness of G6.B1.S1

Provide all students opportunities to explore and apply the use of a system of equations in the real world. Develop mathematical vocabulary for all students. Provide students with more practice using quadratic equations to solve real-world problems.

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Weekly, Quartely

Evidence of Completion

Electronic gradebook, lesson plans, teacher observations, state and district assessments.

G6.B1.S2 Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of real world problems using operations on real numbers.

Action Step 1

Teachers will infuse higher order thinking skills to improve critical thinking in solving problems related to real world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Differentiated Instruction and Assessments

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S2

Infuse higher order thinking skills into teaching strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Assessments and Administrative walk-throughs

G6.B1.S3 Teachers are providing additional help to the students by volunteering to tutor students on Wednesday afternoons.

Action Step 1

Additional instructional time will be provided to algebra students.

Person or Persons Responsible

Algebra teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance rosters, improvement in Benchmark exams, lesson plans

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Administration and/or Leadership Team will monitor the fidelity of the additional Wednesday tutoring sessions.

Person or Persons Responsible

Algebra Teacher

Target Dates or Schedule

Wednesday afternoons

Evidence of Completion

Attendance rosters, test/assessment scores, classwork

Plan to Monitor Effectiveness of G6.B1.S3

Benchmark Assessments on the weakest items will be targeted in Wednesday sessions as noted on the Fall and Winter Assessments.

Person or Persons Responsible

algebra Teacher and Middle School Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Rosters, Assessments, Lesson Plans

Plan to Monitor Fidelity of Implementation of G6.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B2 Student performance data from the 2013 Algebra EOC indicates that 78% (28) of students scored at Level 4 and above. Students scored lowest in the Reporting Category of Rationals, Radicals, Quadratics & Discrete mathematics.

G6.B2.S1 Provide opportunities for students to symbolically represent, solve, graph, interpret, analyze, and apply concepts of rationals, Radical;s, and Quadratics.

Action Step 1

Provide opportunities for students to symbolically represent, solve,graph, interpret, analyze, and apply concepts of Rationals, Radicals, Quadratics & Discrete mathematics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments – Quizzes/Tests and District Interim Assessments

G7. In Grade 5, 29% of the students scored a level 3 on the science portion of the 2013 FCAT 2.0 Our goal is to increase the students scoring at Achievement Level 3 on the Science portion of the 2014 FCAT 2.0 to 33%.

G7.B1 During the administration of the 2013 Science portion of the FCAT 2.0 - 18% of the students in grade 5 scored a level 4 or 5. The goal of the 2014 Science portion of the FCAT 2.0 is to increase the number of students achieving a level 4 or 5 by 2 percentage points.

G7.B1.S1 Implement a routine of inquiry-based hands-on activities relevant to the objectives of the topic.

Action Step 1

Teachers will incorporate inquiry-based hands-on activities to develop students' ability to identify and comprehend scientific topics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science journals and site-generated assessments

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, district interim assessments

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments-Scott Foresman Series, quizzes/tests and district interim assessments, and results of the 2014 FCAT.

G7.B2 Students who scored at or above achievement level 4 on the 2013 Science FCAT scored lowest on the Reporting Category Nature of Science.

G7.B2.S1 Utilize data-driven instruction and differentiated instruction strategies to address students' needs for enrichment.

Action Step 1

Utilize data driven instruction and differentiated instruction strategies to address students' needs for enrichment.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student lab journals, student work, site-generated assessments including district assessments

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

quizzes, tests, and district interim assessments

Plan to Monitor Effectiveness of G7.B2.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments-Scott Foresman series, quizzes/tests, and district interim assessments, Results for the 2014 FCAT

G8. The results of the 2013 FCAT 2.0 Science test indicated that 57% of eighth grade students scored Level 3 or higher. Our goal for the 2013-2014 school year is to increase the percentage of our students scoring at achievement level 3 or higher to 61%.

G8.B1 Our goal for the 2013-2014 8th grade portion of the Science FCAT 2.0 is to increase the students scoring at Achievement Level 4 and 5 from 35% to 36% - an increase of 1 percentage point on the Science portion of the 2014 FCAT 2.0.

G8.B1.S1 Implement a routine of inquiry-based hands-on activities relevant to the objectives of the science lesson.

Action Step 1

Teachers will incorporate inquiry-based hands-on activities to develop students' ability to identify and understand science topics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science journals, site-generated assessments

Action Step 2

Teachers will incorporate inquiry-based hands-on activities to develop students' ability to identify and understand science topics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science journals, site-generated assessments

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests, and district interim assessments

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments-Scott Foresman series, quizzes/tests and district interim assessments

G8.B2 Our goal for the 2013-2014 8th grade portion of the Science FCAT 2.0 is to increase the students scoring at Achievement Level 3 from 22% to 25% - an increase of 3 percentage points on the Science portion of the 2014 FCAT 2.0.

G8.B2.S1 Utilize data-driven instruction and differentiated instruction strategies to address students' needs for enrichment.

Action Step 1

Utilize data-driven instruction and differentiated instruction strategies to address students' needs for enrichment.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student lab journals, student work and site-generated assessments including benchmark assessments

Facilitator:

Ms. Real and Ms. Naranjo

Participants:

K-8 Teachers

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/tests, district interim assessments

Plan to Monitor Effectiveness of G8.B2.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments-Pearson interactive science (Florida series), quizzes/tests, district interim assessments

G9. Our goal for the 2013-2014 school year is to incorporate the STEM-related experiences for our students and increase the percentage of students participating in STEM-related activities/experiences.

G9.B1 The biggest barrier is that teachers do not have an understanding of procedures needed to establish this program.

G9.B1.S1 Students will be provided additional STEM-related experiences.

Action Step 1

The school will establish a plan and timeline for the development of student projects and increase STEM experiences for students. Examples may include Fairchild Challenge, Annual Science Fair, and Sixth Grade Invention Convention.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Projects, Research, Presentations

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

Following the FCIM model, monthly assessment data reports for Science, Mathematics, and Advanced Academics, will be reviewed and adjustments will be made to ensure the implementation of project learning.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Presentations, Student Projects and Research

Plan to Monitor Effectiveness of G9.B1.S1

Quarterly participation will be reviewed and opportunities for STEM-related projects and activities will be adjusted.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased participation in school site STEM courses, competitions, field trips.

G10. Our goal is to have the proficiency level on the Civics EOC increase from the baseline test of 2014.

G10.B2 Based on the 2013 Baseline Assessment, students showed deficiencies in the area of Organization and Function of Government.

G10.B2.S1 Utilize District Published lesson plans with Assessments aligned to tested and End Of course Exam Benchmarks to maximize opportunities for students to master tested content.

Action Step 1

Utilize District Published lesson plans with Assessments aligned to tested and End Of course Exam Benchmarks to maximize opportunities for students to master tested content.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' work and site generated assessment

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

Following the Florida Continuous Improvement Model monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests and District Interim Assessments

Plan to Monitor Effectiveness of G10.B2.S1

Following the Florida Continuous Improvement Model monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment, quizzes, tests and District Interim Assessments.

G11. Our goal is decrease the number of Early Warning System indicators in Elementary Grades PreK-5

G11.B1 Data reports from the 2012-2013 school year indicate that 6%(71) students missed 10% or more of available Instructional Time.

G11.B1.S1 Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team.

Action Step 1

MTSS/Rtl Team will conduct parent meetings to discuss attendance and develop written contracts with parents to ensure alignment with the District's Attendance Policy.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Rate, Attendance Logs, Parent Contracts.

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

Following FCIM model, attendance reports will be monitored and MTSS/Rtl Meetings will be scheduled.

Person or Persons Responsible

Teacher and Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Case Management Forms, Parent Contracts

Plan to Monitor Effectiveness of G11.B1.S1

Following FCIM model, monthly reports will be monitored and MTSS/Rtl meetings will be scheduled.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Reports

G11.B2 Data reports from the 2012-2013 school year indicate that 3%(23) students were retained in Grades PreK-5.

G11.B2.S1 Provide students with opportunities for additional instruction in areas of deficiency.

Action Step 1

Review data from SAT, FCAT 2.0, District Interim Assessments to identify students that will participate in interventions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments, progress monitoring information from FAIR, District Assessments

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

Following the FCIM model, monthly assessment data reports will be reviewed and instructional focus will be adjusted as needed to target deficient areas.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests, District Interim Assessments, Attendance Sheets from Intervention Rosters

Plan to Monitor Effectiveness of G11.B2.S1

Following FCIM model, monthly reports will be monitored and MTSS/RtI meetings will be scheduled.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests and District Interim Assessments

G11.B3 Data reports from the 2012-2013 school year indicate that 30%(31) students were not proficient in reading by third grade.

G11.B3.S1 Provide opportunities for students to receive additional instruction in reading.

Action Step 1

Provide reading intervention for targeted students as remediation utilizing the Research-Based Intervention Program.

Person or Persons Responsible

Teachers and Reading Interventionist

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests, FAIR, Interim Assessments

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

Following the FCIM model, monthly assessment data reports will be reviewed and instructional focus will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G11.B3.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instructional focus will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

G11.B4 Data reports from the 2012-2013 school year indicate that 0%(2) students received two or more behavioral referrals; and 0% (0) students received behavior referrals that lead to suspension.

G11.B4.S1 Provide students with overview of the Miami-Dade County Code of Student Conduct in order to familiarize students with behavior expectations.

Action Step 1

Teachers will review the Code of Student Conduct with students. Parents have been provided with access to the Code of Student Conduct.

Person or Persons Responsible

Teacher and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Power Point presentations

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

Following the FCIM model, monthly Case Management Forms will be reviewed and counseling will be provided to students.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Case Management Forms

Plan to Monitor Effectiveness of G11.B4.S1

Following the FCIM, Case Management Forms will be reviewed and counseling services will be provided. If needed, Rtl meetings will be scheduled.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Rtl Meeting schedules, Case Management Forms

G12. Our goal is decrease the number of Early Warning System indicators in middle school- Grades 6-8.

G12.B1 Data reports from the 2012-2013 school year indicate that 6%(71) students missed 10% or more of available Instructional Time.

G12.B1.S1 Students deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl Team.

Action Step 1

MTSS/Rtl Team will conduct parent meetings to discuss attendance and develop written contracts with parents to ensure alignment with the District's Attendance Policy.

Person or Persons Responsible

Leadership Team, Counselor, Social Worker, Teachers, Parents

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Rate, Attendance Logs, Parent Contracts.

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

Following FCIM model, attendance reports will be monitored and MTSS/Rtl Meetings will be scheduled.

Person or Persons Responsible

Teachers and Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Case Management Forms, Parent Contracts

Plan to Monitor Effectiveness of G12.B1.S1

Following FCIM model, monthly reports will be monitored and MTSS/Rtl meetings will be scheduled.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Following FCIM model, monthly reports will be monitored and MTSS/Rtl meetings will be scheduled.

G12.B2 Data reports from the 2012-2013 school year indicate that 0%(1) of student failed a math course, 2%(7) failed an English Language Arts Course, Grades 6-8, and 0%(1) student failed two or more courses in any subject.

G12.B2.S1 Provide students with additional opportunities for instruction in deficient areas.

Action Step 1

Provide students with additional opportunities for instruction in deficient areas.

Person or Persons Responsible

Teacher and Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and District Interim Assessments

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

Following FCIM, students who are failing math or reading courses will be placed on intervention, strategies to assist the student will be developed and an Rtl meeting will be scheduled.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests, District Interim Assessment

Plan to Monitor Effectiveness of G12.B2.S1

Following FCIM, students who are failing math or reading courses will be placed on intervention, strategies to assist the student will be developed and an Rtl meeting will be scheduled.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests, District Interim Assessments

G12.B3 Data reports from the 2012-2013 school year indicate that 0%(2) students received two or more behavioral referrals that lead to suspension and 7%(80) students received two or more behavior referrals.

G12.B3.S1 Provide students with overview of the Miami-Dade County Code of Student Conduct in order to familiarize students with behavior expectations.

Action Step 1

Teachers will review the Code of Conduct with students. Parents have been provided with access to the Code of Student Conduct.

Person or Persons Responsible

Counselor and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

PowerPoint Presentations

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

Following the FCIM model, monthly Case Management Forms will be reviewed and counseling will be provided to students.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Case Management Form

Plan to Monitor Effectiveness of G12.B3.S1

Following the FCIM, Case Management Forms will be reviewed and counseling services will be provided. If needed, Rtl meetings will be scheduled.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Rtl Meeting schedules, Case Management Forms

G13. Our goal for CTE is to increase the number of students who take CTE by 1 percentage point. Currently there are 173 students in Term 1 and 163 for Term 2.

G13.B1 The biggest barrier at Everglades K-8 Center is that enrollment in the course is limited because of space. Currently there are 173 students in Term 1 of the program and 163 scheduled for Term 2.

G13.B1.S1 o Teachers will infuse career and technical activities into their instructional program;

Action Step 1

Career and technical activities will be used to teach concepts that are in other classes.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily, Weekly and/or Quarterly

Evidence of Completion

Lesson plans, students knowledge, display of activities, observations

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

Data chats will be conducted periodically with select teachers to monitor success.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Daily, Weekly, and/or Quarterly

Evidence of Completion

Observations and review of Data Chats

Plan to Monitor Effectiveness of G13.B1.S1

Teacher created tests will be used to monitor student achievement.

Person or Persons Responsible

Teacher and students

Target Dates or Schedule

Daily, Weekly and/or Quarterly

Evidence of Completion

Completed tests

G13.B1.S2 o Use project based learning to focus career themed; instructional planning between CTE and academic teachers;

Action Step 1

Activities will be developed that allow students to focus on career choices.

Person or Persons Responsible

Teachers, Students, Media Specialist, Community Members

Target Dates or Schedule

Daily, Weekly and/or Quarterly

Evidence of Completion

Projects, Observations, Electronic Gradebook

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

Data chats will be conducted periodically with select teachers to monitor success.

Person or Persons Responsible

Administration, Teachers and Students

Target Dates or Schedule

Daily, Weekly and/or Quaterly

Evidence of Completion

Data logs, observations

Plan to Monitor Effectiveness of G13.B1.S2

Teacher created tests and original projects will be used to monitor student achievement.

Person or Persons Responsible

Teachers, Students, Media Specialist, Community Members

Target Dates or Schedule

daily, Weekly and/or Quarterly

Evidence of Completion

Completed tests and projects

G14. Our goal for the 2013-2014 school year is to increase the percentage of parents participating in curriculum-based parent workshops.

G14.B1 Parents work schedules conflict with curriculum-based parent workshops.

G14.B1.S1 Provide and schedule parent workshops and school functions at various times whenever possible to help increase the number of parents who attend. For instance, offer workshops in the morning and afternoon, if possible.

Action Step 1

Provide and schedule parent workshops and school functions at various times whenever possible to help increase the number of parents who attend. For instance, offer workshops in the morning and afternoon, if possible.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Roster from Parent Workshops

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

Following FCIM model, sign-in sheets from parent workshops will be reviewed quarterly to identify times of highest attendance.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign-in sheets from Parent Workshops

Plan to Monitor Effectiveness of G14.B1.S1

Sign-in sheets from Parent Workshops

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent Workshop Sign-In Sheets

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

Not Applicable

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program training for add-on endorsement programs, such as Reading, Gifted, ESOL training;
- substitute release time for Professional Development Liaisons (PDL focusing on Professional Learning Community (PLC) development and facilitation; and
- Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (K-12)
- reading and supplementary instructional materials(K-12)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B

Not Applicable

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 hom
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists 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.

Nutrition Programs

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

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

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

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

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. On the 2013 Reading Portion of the FCAT 2.0, (70%) of the students at Everglades K-8 Center were proficient in Reading. The Reading Goal for 2014 is to increase overall student proficiency by 6 percentage points to (76%).

G1.B1 Student performance data indicates 29% of students scored Achievement Level 3 on the 2013 FCAT 2.0. Students scoring at Level 3 or above on the Reading portion of the 2014 FCAT 2.0 will show an increase to 35% - an increase of 6 percentage points. Students scoring at achievement level 3 had difficulty with informational text and research process. The students need additional support using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.

G1.B1.S1 Provide students with opportunities to practice identifying topics and themes within and across texts.

PD Opportunity 1

Follow FCIM using data from District Interim Assessments and FCAT 2.0.

Facilitator

Ms. Colucci, Ms. Trujillo, Ms. Byrnes

Participants

K-8 Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments - District Interim Assessments Summative Assessments - Results for the 2014 FCAT 2.0

G1.B3 During the administration of 2013 Florida Alternate Assessment (FAA) 23% of the students achieved a level of 4, 5 or 6. The goal of the 2014 FAA is to increase the number of students achieving a level 4, 5 or 6 by 1 percentage point. The areas of deficiency were Vocabulary and Informational Text.

G1.B3.S1 Students will improve their vocabulary and informational text abilities by doing multiple reads of a selection prior to responding to comprehension questions.

PD Opportunity 1

Students will be guided to read fiction, nonfiction and informational text to identify the differences. Vocabulary will be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention.

Facilitator

Maricel Munoz

Participants

Special Education Teachers(SPED)

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, site generated assessments,

G1.B4 On the 2013 Reading FCAT All Students (70%), Hispanics(70%) and Economically Disadvantaged(68%) students did not meet their AMO goal. Our goal is for these students to increase proficiency to: All(76%), Hsipanic(76%), and ED (72%). The subgroups did not make AMO in the area of Vocabulary.

G1.B4.S1 Provide students with opportunities to strengthen vocabulary skills.

PD Opportunity 1

Implement the use of word walls, personal dictionaries, multiple meaning charts, and more instruction on the meaning of words, phrases, and expressions.

Facilitator

Program/Field Representative

Participants

K-8 Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

G1.B7 Student performance data indicates 68% of the students in the lowest 25% made learning gains. Students experienced difficulty in Reporting Category 2, Reading Application; students need additional instruction in main idea, relevant details and conclusion/inferences.

G1.B7.S1 Students will be provided opportunities to read and analyze various types of genres that apply to reading application.

PD Opportunity 1

Students will be provided opportunities to read and comprehend literature and informational text independently and proficiently.

Facilitator

Ms. Andrea Hernandez (school psychologist)

Participants

K-8 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments,including benchmarks

G2. The results of the 2013 FCAT Writing Test indicate that 61%(160) of students scored Level 3 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3 or higher on the 2014 FCAT Writing Test to 65%.

G2.B1 Student performance data from the 2013 FCAT Writing indicates that 67% of fourth grade students who scored FCAT 3.5 and above require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

G2.B1.S1 Students will be provided with opportunities to develop writing skills as it pertains to narrative writing skills.

PD Opportunity 1

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

Facilitator

Monica Colucci/ Yalili Trujillio

Participants

Language Arts Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student writing samples

G3. The results of the 2013 FCAT Mathematics test indicated that 64% of our students were proficient on the Math portion of the 2013 FCAT. Our goal for the 2013-2014 school year is to increase student proficiency by 8 percentage points to 72%.

G3.B1 The results of 2013 FCAT 2.0 Mathematics Test indicate our White (50%), Hispanic(64%) and ED(61%) were proficient. Our goal for 2014 is to increase proficiency in White (69%), Hispanic(72%) and ED(69%) subgroups. In grades 3 and 4, the area of deficiency was Reporting Category 2 (base ten and fractions). In grades 5-8, the area of deficiency was Reporting Category 3 (geometry and measurement).

G3.B1.S1 Increase knowledge in the areas of numbers, base ten and fractions, and geometric concepts for K-8 students, provide students opportunities to manipulate numbers, fractions, and geometry in real-world situations.

PD Opportunity 1

Develop real-world lesson that will help students make a connection with base ten and fractions and geometry.

Facilitator

Diane Botana & Magdalena Zorrilla

Participants

K-8 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and district interim assessments

G3.B3 The results of the 2013 FCAT 2.0 Mathematics Test indicated that 32% (225) of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 9 percentage points to 41%. In grades 3 and 4, the area of deficiency was Reporting Category 2 (base ten and fractions). In grades 5-8, the area of deficiency was Reporting Category 3 (geometry and measurement).

G3.B3.S1 According to the results of the 2013 FCAT 2.0, 32% of all students scored at Level 3. Students in Grades 3 exhibited difficulty in Reporting Category 2, Fractions, students in Grade 4 experienced difficulty in Reporting Category 2 Number:Base Ten and Fractions; students in Grades 5-8 experienced difficulty in Reporting Category 3, Geometry and Measurement.

PD Opportunity 1

Utilize Task Cards as a means of engaging students in higher order thinking with the concepts of fractions, base ten and geometry and measurement.

Facilitator

Mrs. M. Zorrilia

Participants

K-8 Grade Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

G5. Our goal for the 2013-2014 school year is to maintain the same level of proficiency - 91% of students passing the Geometry EOC during the 2012-2013.

G5.B1 The results of the 2013 Geometry EOC test indicated that 24(69%) of our students achieved level 4 or 5 proficiency.

G5.B1.S1 Utilize technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

PD Opportunity 1

Student work and site generated assessments, including benchmarks

Facilitator

Ms. M. Zorrillia

Participants

6-8 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Utilize technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

G8. The results of the 2013 FCAT 2.0 Science test indicated that 57% of eighth grade students scored Level 3 or higher. Our goal for the 2013-2014 school year is to increase the percentage of our students scoring at achievement level 3 or higher to 61%.

G8.B2 Our goal for the 2013-2014 8th grade portion of the Science FCAT 2.0 is to increase the students scoring at Achievement Level 3 from 22% to 25% - an increase of 3 percentage points on the Science portion of the 2014 FCAT 2.0.

G8.B2.S1 Utilize data-driven instruction and differentiated instruction strategies to address students' needs for enrichment.

PD Opportunity 1

Utilize data-driven instruction and differentiated instruction strategies to address students' needs for enrichment.

Facilitator

Ms. Real and Ms. Naranjo

Participants

K-8 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student lab journals, student work and site-generated assessments including benchmark assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 Reading Portion of the FCAT 2.0, (70%) of the students at Everglades K-8 Center were proficient in Reading. The Reading Goal for 2014 is to increase overall student proficiency by 6 percentage points to (76%).	\$5,000
G3.	The results of the 2013 FCAT Mathematics test indicated that 64% of our students were proficient on the Math portion of the 2013 FCAT. Our goal for the 2013-2014 school year is to increase student proficiency by 8 percentage points to 72%.	\$5,000
Total		\$10,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
EESAC	\$5,000	\$0	\$5,000
Everglades K-8 PTSA	\$0	\$5,000	\$5,000
Total	\$5,000	\$5,000	\$10,000

Budget Details

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

G1. On the 2013 Reading Portion of the FCAT 2.0, (70%) of the students at Everglades K-8 Center were proficient in Reading. The Reading Goal for 2014 is to increase overall student proficiency by 6 percentage points to (76%).

G1.B2 Student performance data indicates 39% of students scored Achievement Level 4 or above on the 2013 FCAT. Students experienced difficulty in Reporting Category 3, Literary Analysis; students need additional instruction in identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings and objects.

G1.B2.S1 Provide students with opportunities with exposure to genres that develop use of figurative language.

Action Step 1

Instruction should include the use of poetry to practice identifying descriptive language that defines moods and provides imagery.

Resource Type

Evidence-Based Program

Resource

Technology related items including printers and printer supplies

Funding Source

EESAC

Amount Needed

\$5,000

G3. The results of the 2013 FCAT Mathematics test indicated that 64% of our students were proficient on the Math portion of the 2013 FCAT. Our goal for the 2013-2014 school year is to increase student proficiency by 8 percentage points to 72%.

G3.B1 The results of 2013 FCAT 2.0 Mathematics Test indicate our White (50%), Hispanic(64%) and ED(61%) were proficient. Our goal for 2014 is to increase proficiency in White (69%), Hispanic(72%) and ED(69%) subgroups. In grades 3 and 4, the area of deficiency was Reporting Category 2 (base ten and fractions). In grades 5-8, the area of deficiency was Reporting Category 3 (geometry and measurement).

G3.B1.S1 Increase knowledge in the areas of numbers, base ten and fractions, and geometric concepts for K-8 students, provide students opportunities to manipulate numbers, fractions, and geometry in real-world situations.

Action Step 1

Develop real-world lesson that will help students make a connection with base ten and fractions and geometry.

Resource Type

Evidence-Based Materials

Resource

Supplementary Materials Including Technology Related items

Funding Source

Everglades K-8 PTSA

Amount Needed

\$5,000