



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Bob Graham Education Center

15901 NW 79TH AVE

Miami Lakes, FL 33016

305-557-3303

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

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
54%

Alternative/ESE Center
No

Charter School
No

Minority Rate
95%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Bob Graham Education Center

Principal

Yecenia Martinez-Lopez

School Advisory Council chair

Audrey Carballo

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

Name	Title
Elizabeth Hernandez	Assistant Principal
James Jackimczuk	Assistant Principal
Jesus Mesa	Assistant Principal
Annette Riveron	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal- 1 ; UTD Steward- 1; Teachers – 5; Educational Support Employee – 1; Parents – 6; Students – 1; Business/Community Representative - 2

Involvement of the SAC in the development of the SIP

The EESAC assisted in the development of the school improvement plan by meeting and reviewing the barriers and strategies. Modifications were made according to data and the needs of the school.

Activities of the SAC for the upcoming school year

The committee will meet and have monthly meetings to discuss expenditures of school based and EESAC budgets. At each EESAC meeting, the committee will review the SIP and the progress being made toward the School Goal. The Committee will also review past plans of Parental Activities and suggest ideas for future activities as deemed necessary.

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

The projected school improvement funds will be used for tutoring. The projected amount of funds is \$6,000.

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

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Yecenia Martinez-Lopez

Principal

Years as Administrator: 9

Years at Current School: 1

Credentials

BS –Elementary Education
 MS- ESOL
 Certification:
 *Elementary Education
 *Educational Leadership

Performance Record

2013 – School Grade – A
 Rdg. Proficiency, 71%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 74
 points
 Math Lrg. Gains, 74
 points
 Rdg. Imp. of Lowest 25% 69 points
 Math Imp. of Lowest 25% - 66 points
 Rdg. AMO – NO
 Math AMO– NO
 2012 – School Grade C
 Rdg. Proficiency, 45%
 Math Proficiency, 57%
 Rdg. Lrg. Gains, 64
 point
 Math Lrg. Gains, 67
 points
 Rdg. Imp. of Lowest 25% 74 points
 Math Imp. of Lowest 25% - 61 points
 Rdg. AMO – No
 Math AMO– No
 2011 – School Grade B
 Rdg. Proficiency, 66%
 Math Proficiency, 71%
 Rdg. Lrg. Gains, 65
 point
 Math Lrg. Gains, 69
 points
 Rdg. Imp. of Lowest 25% 75 points
 Math Imp. of Lowest 25% - 51 points
 AYP: No
 2010 – School Grade C
 Rdg. Proficiency, 63%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, 70
 point
 Math Lrg. Gains, 61
 points
 Rdg. Imp. of Lowest 25% 58 points
 Math Imp. of Lowest 25% - 58 points
 AYP: NO

2009– School Grade A
Rdg. Proficiency, 74%
Math Proficiency, 69%
Rdg. Lrg. Gains, 68
point
Math Lrg. Gains, 66
points
Rdg. Imp. of Lowest 25% 53 points
Math Imp. of Lowest 25% - 51 points
AYP: NO

Annette Riveron

Asst Principal

Years as Administrator: 4

Years at Current School: 11

Credentials

BS – Elementary Education
 Nova Southeastern University
 MS - Educational Leadership
 Nova Southeastern University
 Certification
 *Elementary Education

Performance Record

2013 – School Grade – A
 Rdg. Proficiency, 71%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 74
 Math Lrg. Gains, 74
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25%- 66 points
 Rdg. AMO – NO
 Math AMO – NO
 2012- School Grade -A
 Rdg. Proficiency, 69%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 81 points
 Rdg. Imp. of Lowest 25% - 74 points
 Math Imp. of Lowest 25% - 75 points
 Rdg. AMO – No
 Math AMO – No
 2011 – School Grade A
 Rdg. Proficiency, 81%
 Math Proficiency, 81%
 Rdg. Lrg. Gains, 68
 point
 Math Lrg. Gains, 72
 points
 Rdg. Imp. of Lowest 25% 68 points
 Math Imp. of Lowest 25% - 71 points
 AYP: NO
 2010 – School Grade A
 Rdg. Proficiency, 79%
 Math Proficiency, 79%
 Rdg. Lrg. Gains, 69
 point
 Math Lrg. Gains, 72
 points
 Rdg. Imp. of Lowest 25% 63 points
 Math Imp. of Lowest 25% - 62 points
 AYP: NO
 2009 – School Grade A
 Rdg. Proficiency, 81%
 Math Proficiency, 83%

Rdg. Lrg. Gains, 69
point

Math Lrg. Gains, 75
points

Rdg. Imp. of Lowest 25% 69 points

Math Imp. of Lowest 25% - 74 points

AYP: NO

Jesus Mesa

Asst Principal

Years as Administrator: 11

Years at Current School: 11

Credentials

BFA – University of Miami
 MS – Educational Leadership
 Nova Southeastern
 University
 Certification
 *K-12 Art
 *Educational Leadership

Performance Record

2013 – School Grade – A
 Rdg. Proficiency, 71%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 74
 Math Lrg. Gains, 74
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25%- 66 points
 Rdg. AMO – NO
 Math AMO – NO
 2012- School Grade -A
 Rdg. Proficiency, 69%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 81 points
 Rdg. Imp. of Lowest 25% - 74 points
 Math Imp. of Lowest 25% - 75 points
 Rdg. AMO – No
 Math AMO – No
 2011 – School Grade A
 Rdg. Proficiency, 81%
 Math Proficiency, 81%
 Rdg. Lrg. Gains, 68
 point
 Math Lrg. Gains, 72
 points
 Rdg. Imp. of Lowest 25% 68 points
 Math Imp. of Lowest 25% - 71 points
 AYP: NO
 2010 – School Grade A
 Rdg. Proficiency, 79%
 Math Proficiency, 79%
 Rdg. Lrg. Gains, 69
 point
 Math Lrg. Gains, 72
 points
 Rdg. Imp. of Lowest 25% 63 points
 Math Imp. of Lowest 25% - 62 points
 AYP: NO
 2009 – School Grade A
 Rdg. Proficiency, 81%

Math Proficiency, 83%
Rdg. Lrg. Gains, 69
point
Math Lrg. Gains, 75
points
Rdg. Imp. of Lowest 25% 69 points
Math Imp. of Lowest 25% - 74 points
AYP: NO

James Jackimczuk

Asst Principal

Years as Administrator: 12

Years at Current School: 4

Credentials

BS-Elementary Education
Barry University
MS- Educational Leadership
Barry University
Certification
*Educational Leadership
*Elementary Education

Performance Record

2013 – School Grade – A
Rdg. Proficiency, 71%
Math Proficiency, 68%
Rdg. Lrg. Gains, 74
Math Lrg. Gains, 74
Rdg. Imp. of Lowest 25% - 69 points
Math Imp. of Lowest 25%- 66 points
Rdg. AMO – NO
Math AMO – NO
2012- School Grade -A
Rdg. Proficiency, 69%
Math Proficiency, 69%
Rdg. Lrg. Gains, 72 points
Math Lrg. Gains, 81 points
Rdg. Imp. of Lowest 25% - 74 points
Math Imp. of Lowest 25% - 75 points
Rdg. AMO – No
Math AMO – No
2011 – School Grade A
Rdg. Proficiency, 81%
Math Proficiency, 81%
Rdg. Lrg. Gains, 68
point
Math Lrg. Gains, 72
points
Rdg. Imp. of Lowest 25% 68 points
Math Imp. of Lowest 25% - 71 points
AYP: NO
2010 – School Grade A
Rdg. Proficiency, 79%
Math Proficiency, 79%
Rdg. Lrg. Gains, 69
point
Math Lrg. Gains, 72
points
Rdg. Imp. of Lowest 25% 63 points
Math Imp. of Lowest 25% - 62 points
AYP: NO
2009 – School Grade A
Rdg. Proficiency, 65%

Math Proficiency, 64%
Rdg. Lrg. Gains,
72 point
Math Lrg. Gains, 70
points
Rdg. Imp. of Lowest 25% 76 points
Math Imp. of Lowest 25% - 75 points
AYP: NO

Elizabeth Hernandez

Asst Principal

Years as Administrator: 3

Years at Current School: 2

Credentials

BS – Elementary Education
 University of Florida
 MS- Elementary Education
 University of Florida
 Ed. S.- Educational Leadership
 Florida International University
 Certification
 *Educational Leadership
 *Elementary Education

Performance Record

2013 – School Grade – A
 Rdg. Proficiency, 71%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 74
 Math Lrg. Gains, 74
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25%- 66 points
 Rdg. AMO – NO
 Math AMO – NO
 2012- School Grade -A
 Rdg. Proficiency, 69%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 81 points
 Rdg. Imp. of Lowest 25% - 74 points
 Math Imp. of Lowest 25% - 75 points
 Rdg. AMO – No
 Math AMO – No
 2011 – School Grade A
 Rdg. Proficiency, 76%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 64
 point
 Math Lrg. Gains, 47
 points
 Rdg. Imp. of Lowest 25% 64 points
 Math Imp. of Lowest 25% - 56 points
 AYP: No
 2010 – School Grade A
 Rdg. Proficiency, 65%
 Math Proficiency, 71%
 Rdg. Lrg. Gains, 70
 point
 Math Lrg. Gains, 68
 points
 Rdg. Imp. of Lowest 25% 64 points
 Math Imp. of Lowest 25% - 68 points
 AYP: NO

2009 – School Grade A
 Rdg. Proficiency, 69%
 Math Proficiency, 71%
 Rdg. Lrg. Gains, 70
 point
 Math Lrg. Gains, 68
 points
 Rdg. Imp. of Lowest 25% 64 points
 Math Imp. of Lowest 25% - 68 points
 AYP: NO

Classroom Teachers

of classroom teachers

112

receiving effective rating or higher

111, 99%

Highly Qualified Teachers

74%

certified in-field

106, 95%

ESOL endorsed

66, 59%

reading endorsed

11, 10%

with advanced degrees

50, 45%

National Board Certified

10, 9%

first-year teachers

6, 5%

with 1-5 years of experience

1, 1%

with 6-14 years of experience

57, 51%

with 15 or more years of experience

48, 43%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 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 administration will ensure:

1. New teacher orientation at school site.
2. Regularly scheduled meetings with administration.
3. Partnering new teachers with mentors
4. Obtain referrals from present staff members.

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

Bob Graham Education Center assists new teachers by coordinating professional development within the professional learning communities and pairing a seasoned teacher with a new teacher.

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

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

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

The MTSS 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 Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

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

3. 6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

4. 7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

Yecenia Martinez-Lopez, Principal

Elizabeth Hernandez, Assistant Principal

James Jackimczuk, Assistant Principal

Jesus Mesa, Assistant Principal

Annette Riveron, Assistant Principal

John Hunt, Reading Liaison

Laura Lisowski, Mathematics Liaison

Maria Nagy-Cabarcas, Science Liaison

Felicia Lopez, SPED Chairperson

Joel Castellanos, Counselor

Janat Qureshi, Counselor

Sara Najara, Counselor

Avery Ball, School Psychologist

Rachael Aspeslet, Speech and Language Pathologist

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. The members will include the assistant principals, SPED chairperson, counselors, school psychologists and subject area liaisons.

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

Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST

Problem Solving Team. These members include the assistant principals, counselors, and school psychologist.

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 aimlines 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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
- Oral Reading Fluency Measures
- Voyager/Wonderworks Checkpoints
- Voyager /Wonderworks Benchmark Assessments
- Baseline Benchmark Assessments
- 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
- Team climate surveys
- Attendance
- Referrals to special education programs

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

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/Rtl framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Ongoing data-driven professional development activities that align to core student goals and staff needs.
7. Communicating outcomes with stakeholders and celebrating success frequently.

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: 1,440

Bob Graham Education Center provides reading tutoring for ELL students in grades 3 through 8. This affords ELL students the opportunity to close the achievement gap on the FCAT.

Strategy Purpose(s)

- Instruction in core academic subjects

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

ELL students' data is collected and analyzed after every District assessment. ELL teachers also provide weekly assessments to these students to determine the effectiveness of the after school tutoring.

Who is responsible for monitoring implementation of this strategy?

The assistant principal responsible for the bilingual programs will be responsible for the implementation of this strategy.

Strategy: Weekend Program**Minutes added to school year: 480**

Bob Graham Education Center's Saturday Academy is offered to targeted 3 through 8 graders. Our teachers offer tutoring in math and reading for the 3, 4, 6, and 7th graders. Tutoring in math and science is offered to the 5th and 8th graders. Fourth grade teachers offer writing tutoring to targeted fourth graders.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The students' data is collected and analyzed after every District assessment. The teachers also provide weekly assessments to these students to determine the effectiveness of the after school tutoring.

Who is responsible for monitoring implementation of this strategy?

The assistant principal responsible for curriculum will be responsible for the implementation of this strategy.

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

Name	Title
Yecenia Martinez-Lopez	Principal
Elizabeth Hernandez	Assistant Principal
Annette Riveron	Assistant Principal
John Hunt	Reading Liaison
Laura Lisowski	Mathematics Liaison
Laura Jui	Mathematics Department Chair (Middle)
Maria Nagy-Cabarcas	Science Liaison
Ingy Cruz	Social Studies Department Chairperson (Middle)
Melissa Hernandez	ESOL Chairperson
Felicia Lopez	SPED Chairperson
Eileen Gonzalez	Professional Development Liaison

How the school-based LLT functions

The team will hold regular meetings, help maintain communication with staff for input and feedback, as well as updating them on procedures and progress, desegregate data and disseminate information and provide clear feedback including student's/grade level's strength and weakness. The LLT will also assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson

plans, recommending supplemental materials, monitoring teacher data, and conducting meetings with teachers to ensure that the District Pacing Guides are being utilized and implemented effectively. Resource teachers and grade levels will meet on a bi-weekly basis to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans and focus lessons will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery. Furthermore, the Literacy Leadership Team will ensure the effectiveness of all educational programs and strategies by analyzing results throughout the year.

Major initiatives of the LLT

The Principal and Literacy Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student work samples will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. The reading liaison, administration, and grade level chairpersons will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The reading liaison will also help with the process of grading, recording, and charting student scores. In addition, the LLT will be incorporating Writing and Science portfolios to improve scores. The LLT will determine the ten basic writing skills that all student need to know in fourth grade. Each month the teachers will focus on one of the ten and keep a writing portfolio for each student. The LLT will also determine Science labs that the students should be engaged in to maximize the Science curriculum. Teachers will keep a Science journal logging the labs.

Every Teacher Contributes to Reading Instruction

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

All teachers, regardless of subject area, implement reading strategies across the curriculum as outlined in the CRRP. The reading coach models lessons for the content area teachers to ensure that appropriate reading strategies are used when eliciting information from various forms of text. The Literacy Leadership Team will monitor the implementation of school-wide literacy strategies across the curriculum.

Preschool Transition

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

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

The State of Florida funds our Voluntary Pre-Kindergarten Program (VPK). The additional funds are provided by the parents. These funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Bob Graham Education Center provides parent orientations during spring and summer for incoming Kindergarten students. Parents are given readiness checklists and strategies to prepare their children for the transition into Kindergarten. In the fall, kindergarten teachers administer Florida Kindergarten Readiness Screener (FLKRS) within the first 30 days of each school year. FLKRS is made up of a

subset of Early Childhood Observation System (ECHOS), an observational instrument that is used to monitor the skills, knowledge, and behaviors a student demonstrates or needs to develop. In addition the Florida Assessments in Reading (FAIR) is used to measure on-going progress of foundational reading skills. Low-performing students are targeted early. The FCRR Student Center Activities are utilized to differentiate instruction. The activities provide immediate intervention focusing on Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension skills and Oral Language. Evaluations of the academics is determined by FAIR (administered three times a year) and Post-Test results. Also, parents are surveyed to solicit input on the effectiveness of spring orientations.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The school offers Algebra I classes to assist students in preparing for high school level math courses. The school also provides an academy in civil services. Students in the academy take law studies in their seventh and eighth grade year. This academy affords student the opportunity to be prepared for a career in law or law enforcement.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The administration and student services department offers career planning by having meetings and gearing Career Day for each grade level.

Strategies for improving student readiness for the public postsecondary level

Students are offered additional reading electives, even if they are not targeted as Level 1 and 2's.

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%	71%	No	75%
American Indian				
Asian	93%	85%	No	93%
Black/African American	63%	70%	Yes	67%
Hispanic	72%	70%	No	75%
White	76%	76%	Yes	78%
English language learners	54%	52%	No	59%
Students with disabilities	38%	34%	No	45%
Economically disadvantaged	66%	65%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	379	29%	33%
Students scoring at or above Achievement Level 4	529	41%	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	72%

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)	250	68%	71%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	136	37%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	135	37%	43%

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	264	58%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	68%	No	75%
American Indian				
Asian	93%	85%	No	93%
Black/African American	67%	52%	No	70%
Hispanic	72%	68%	No	75%
White	72%	74%	Yes	75%
English language learners	47%	53%	Yes	52%
Students with disabilities	43%	28%	No	49%
Economically disadvantaged	65%	62%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	367	30%	37%
Students scoring at or above Achievement Level 4	430	35%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		66%	69%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		46%	51%
Middle school performance on high school EOC and industry certifications		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	21%	21%
Students scoring at or above Achievement Level 4	59	78%	78%

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	46	23%	26%
Students scoring at or above Achievement Level 4	55	28%	29%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	20%	23%
Students scoring at or above Achievement Level 4	79	33%	34%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	150	25%	30%

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	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	17	2%	1%
Students who are not proficient in reading by third grade	60	31%	28%
Students who receive two or more behavior referrals	211	12%	11%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	30	2%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	71	4%	3%
Students who fail a mathematics course	30	4%	3%
Students who fail an English Language Arts course	19	3%	2%
Students who fail two or more courses in any subject	18	3%	2%
Students who receive two or more behavior referrals	211	12%	11%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	30	2%	1%

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

More workshops and meetings will be done at times parents are available.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent meetings/workshops	1451	71%	80%

Goals Summary

- G1.** The results of the 2013 Algebra I EOC Test indicates that students achieved 46% for participation, and 100% for performance. Our goal for the 2013- 2014 school year is to increase participation in Algebra 1 by 5 percentage points to 51%.
- G2.** The results of the 2013 FCAT 2.0 Reading Assessment indicate that 71% of all students achieved AMO. Our goal for the 2014 FCAT 2.0 is to increase our students AMO by 4 percentage points to 75%.
- G3.** The results of the 2013 FCAT 2.0 Writing Assessment indicate that 58% of students achieved an achievement Level of 3 or higher. Our goal for the 2013-2014 year is to increase the percentage of students achieving proficiency by 4 percentage points.
- G4.** The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 68% of all students achieved AMO. Our goal for the 2014 FCAT 2.0 is to increase our student AMO by 7 percentage points to 75%.
- G5.** The results of the 2013 Algebra I EOC Test indicates that students achieved 46% for participation and 100% for performance. Our goal for the 2013-2014 school year is to increase participation to 51% and to maintain performance at 100%.
- G6.** The results of the 2013 FCAT 2.0 Science indicate that 51% of the 5th Grade students achieved a proficiency Level 3 or higher. The goal for the 2014 FCAT Science is to increase the students achieving proficiency by 3 percentage points to 54%.
- G7.** The results of the 2013 FCAT 2.0 Science indicate that 53% of the 8th Grade students achieved a proficiency Level 3 or higher. The goal for the 2014 FCAT Science is to increase 8th Grade students achieving proficiency by 4 percentage points to 57%.
- G8.** Increase the percentage of students in grades 4th- 8th participating in the in-house and District science and engineering fair to 30%.
- G9.** According to the 2013 Civics EOC, none of our students participated in the examination. Our goal for the 2013-2014 Civics EOC examination, is for 30% of our students to score a proficiency level of 3 or higher.
- G10.** According to our 2013 data, 4% of students missed instructional time and 12% of students received more than one referral. Our goal is to decrease these percentages by 1 percentage point.
- G11.** In 2012-2013, 71% (1451) of parents participated in parental workshops and activities. In 2013-2014, our school will strive to increase parental involvement to at least 80% (1525).

Goals Detail

G1. The results of the 2013 Algebra I EOC Test indicates that students achieved 46% for participation, and 100% for performance. Our goal for the 2013- 2014 school year is to increase participation in Algebra 1 by 5 percentage points to 51%.

Targets Supported

Resources Available to Support the Goal

- Personnel

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Algebra I EOC administration, the percentage of students eligible to participate was limited.

Plan to Monitor Progress Toward the Goal

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Edusoft Reports and the 2014 Algebra 1 EOC

G2. The results of the 2013 FCAT 2.0 Reading Assessment indicate that 71% of all students achieved AMO. Our goal for the 2014 FCAT 2.0 is to increase our students AMO by 4 percentage points to 75%.

Targets Supported

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

Resources Available to Support the Goal

- Personnel, Supplementary Texts, and books

Targeted Barriers to Achieving the Goal

- The results of the FCAT 2.0 Reading Assessment indicate that 85% of Asian students achieved a level of 3 or higher on the FCAT 2.0 Reading Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Asian students achieving a level of proficiency by 8 percentage points to 93%. The results of the FCAT 2.0 Reading Assessment indicate that 70% of Hispanic students achieved a level of 3 or higher on the FCAT 2.0 Reading Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Hispanic students achieving a level of proficiency by 5 percentage points to 75%. The results of the FCAT 2.0 Reading Assessment indicate that 52% of ELL students achieved a level of 3 or higher on the FCAT 2.0 Reading Assessment. Our goal for the 2013-2014 school year is to increase the percentage of ELL students achieving a level of proficiency by 2 percentage points to 72%. The results of the FCAT 2.0 Reading Assessment indicate that 34% of Students with Disabilities achieved a level of 3 or higher on the FCAT 2.0 Reading Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Students with Disabilities achieving a level of proficiency by 11 percentage points to 45%. The results of the FCAT 2.0 Reading Assessment indicate that 65% of Educationally Disadvantaged students achieved a level of 3 or higher on the FCAT 2.0 Reading Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Economically Disadvantaged students achieving a level of proficiency by 4 percentage points to 69%. The areas of deficiency for these subgroups as noted on the 2013 administration of the FCAT Reading Test were Reporting Category 4- Informational Text and Research Process for grades 3, 4, 5 and Reporting Category 1-Vocabulary for 6,7, and 8 grades. These students need an increase in vocabulary and comprehension strategies.
- The results of the 2013 FCAT 2.0 Reading Assessment indicate that 29% of students achieved a proficiency Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 4 percentage points to 33%. The areas of deficiency for students scoring FCAT Level 3 as notes on the 2013 administration of the FCAT Reading Test were Reporting Category 4- Informational Text and Research Process for grades 3, 4, 5 and Reporting Category 1-Vocabulary for 6,7, and 8 grades. All students require higher order thinking and analytical skills. Students have a limited exposure to rigor and relevance such as project-based learning activities that include identifying topics and text features and real-world learning strategies that incorporate reading into students' experiences.
- The results of the 2013 FCAT 2.0 Reading Assessment indicate that 41% of students achieved proficiency Level 4 and 5. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 4 and 5 by 2 percentage points to 43%. The areas of deficiency for students scoring FCAT Level 4 or 5 as noted on the 2013 administration of the FCAT Reading Test were Reporting Category 4- Informational Text and Research Process for grades 3, 4, 5 and Reporting Category 1-Vocabulary for 6,7, and 8 grades. All students require higher order thinking and analytical skills. Students have a limited exposure to rigor and relevance such as project-based learning activities that include identifying topics and text features and real-world learning strategies that incorporate reading into students' experiences.
- The results of the 2013 FCAT 2.0 Reading Assessment indicate that 74% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students

making learning gains by 3 percentage points to 77%. The areas of deficiency for students as noted on the 2013 administration of the FCAT Reading Test were Reporting Category 4- Informational Text and Research Process for grades 3, 4, 5 and Reporting Category 1-Vocabulary for 6,7, and 8 grades. All students require additional instruction and exposure in the areas of vocabulary, main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the validity and reliability of information, and interpreting graphical information. This will afford students the opportunity to perform well in the areas of Vocabulary and Informational Text and Research Process.

- The results of the FCAT 2.0 Reading Assessment indicate that 69% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% make learning gains by 3 percentage points to 72%. The areas of deficiency for students as noted on the 2013 administration of the FCAT Reading Test were Reporting Category 4- Informational Text and Research Process for grades 3, 4, 5 and Reporting Category 1-Vocabulary for 6,7, and 8 grades. Students in third through fifth grade require additional exposure to real world text to assist them in interpreting graphical information. Students in sixth through eighth grade require additional assistance in word meanings and word relationships from context. Students confuse their daily language with the literary vocabulary.
- The results of the 2013 CELLA assessment indicate that 68% of students achieved a Proficiency level in the Listening and Speaking section. Our goal for the 2014 CELLA assessment is to increase the percentage of students achieving a Proficiency level in the Listening and Speaking Section to 71%. Students in this subgroup demonstrate difficulty assimilating and adapting to the English language. Many students require additional assistance with their oral and listening skills.
- The results of the 2013 CELLA assessment indicate that 37% of students achieved a Proficiency level in the Reading section. Our goal for the 2014 CELLA assessment is to increase the percentage of students achieving a Proficiency level in the Reading Section to 43%. Many students require comprehension skills in English, making their acquisition of identifying text features and main idea in a passage and vocabulary difficult.
- The results of the 2013 CELLA assessment indicate that 37% of students achieved a Proficiency level in the Writing section. Our goal for the 2014 CELLA assessment is to increase the percentage of students achieving a Proficiency level in the Writing Section to 43%. Many students require additional assistance with their vocabulary and basic conventional writing skills.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the administration will review District Interims results and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Imagine Learning Reports, 2014 CELLA, Teacher generated assessments, District Interims

G3. The results of the 2013 FCAT 2.0 Writing Assessment indicate that 58% of students achieved an achievement Level of 3 or higher. Our goal for the 2013-2014 year is to increase the percentage of students achieving proficiency by 4 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Personnel

Targeted Barriers to Achieving the Goal

- Students require additional instruction in vocabulary to improve their writing skills and increase the usage of supporting details.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, administration will review assessment data monthly and adjust writing instruction as needed. The MTSS/RtI team will review monthly prompts and make recommendations based on the needs assessment.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule:

Monthly

Evidence of Completion:

Lesson Plans Classroom Walk throughs Monthly writing scores 2014 FCAT Writing

G4. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 68% of all students achieved AMO. Our goal for the 2014 FCAT 2.0 is to increase our student AMO by 7 percentage points to 75%.

Targets Supported

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

Resources Available to Support the Goal

- Personnel Technology

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 85% of Asian students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Asian students scoring a level 3 or higher by 8 percentage points to 93%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 52% of Black students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Black students scoring a level 3 or higher by 18 percentage points to 70%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 68% of Hispanic students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Hispanic students scoring a level 3 or higher by 7 percentage points to 75%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 28% of Students with Disabilities scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Students with Disabilities scoring a level 3 or higher by 21 percentage points to 49%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 62% of Economically Disadvantaged students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Economic Disadvantage students scoring a level 3 or higher by 7 percentage points to 69%. Students require additional exposure to math manipulatives and differentiated instruction.
- The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 30% of students achieved proficiency Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 7 percentage points to 37%. According to the results on the 2013 FCAT 2.0 students in grade 3 demonstrated a deficiency in Reporting Category 2: Number Fractions. Students in grade 4 demonstrated a deficiency in Reporting Category 2: Numbers: Base Ten & Fractions. Students in grade 5 demonstrated a deficiency in Reporting Category 2: Expressions, Equations, & Statistics. Students in third grade require additional exposure of real world application in the area of fractions. Students in fourth grade require additional practice in compare and order fractions, mixed numbers, and decimals in the same or different forms. Students in fifth grade require additional assistance in translating a written description or graphic to an equation, which may include more than one variable. According to the 2013 FCAT 2.0 results, students in 6th grade demonstrated deficiency in Category 3: Geometry and Measurement. The students require additional assistance in the area of area, volume, and select three dimensional shapes. According to the 2013 FCAT 2.0 results, students in 7th grade demonstrated deficiency in Category 4: Statistics & Probability. The students require higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of statistics and probability. Students in 8th grade demonstrated a deficiency Reporting Category 1: Number Operations, Problems, & Statistics. Students need to make sense of real world application problems involving expressions, equations, and functions by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

- The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 35% of students achieved proficiency Level 4 and 5. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 4 and 5 by 3 percentage points to 38%. According to the results on the 2013 FCAT 2.0 students in grade 3 demonstrated a deficiency in Reporting Category 2: Number Fractions. Students in grade 4 demonstrated a deficiency in Reporting Category 2: Numbers: Base Ten & Fractions. Students in grade 5 demonstrated a deficiency in Reporting Category 2: Expressions, Equations, & Statistics. The third grade students require additional hands-on activities to assist them in the study of fractions. The fourth and fifth grade students need more enrichment activities in the areas of Base Ten & Fractions and Expressions, Equations, & Statistics. They need additional technology in the classroom. According to the 2013 FCAT 2.0 results, students in 6th grade demonstrated deficiency in Category 3: Geometry and Measurement. The students require additional technological and real world assistance in the area of area, volume, and select three dimensional shapes. According to the 2013 FCAT 2.0 results, students in 7th grade demonstrated deficiency in Category 4: Statistics & Probability. Students need to develop thematic projects to help make predictions based on experimental or theoretical probability of an independent or dependent event. Students in 8th grade demonstrated a deficiency Reporting Category 1: Number Operations, Problems, & Statistics. Students need to be provided with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of expressions, equations and functions.
- The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 74% of students made Learning Gains. Our goal for the 2013-2014 school year is to increase the percentage of students making Learning Gains by 3 percentage points to 77%. According to the results on the 2013 FCAT 2.0 students in grade 3 demonstrated a deficiency in Reporting Category 2: Number Fractions. Students in grade 4 demonstrated a deficiency in Reporting Category 2: Numbers: Base Ten & Fractions. Students in grade 5 demonstrated a deficiency in Reporting Category 2: Expressions, Equations, & Statistics. Students in third grade require additional exposure of real world application in the area of fractions. Students in fourth grade require additional practice in compare and order fractions, mixed numbers, and decimals in the same or different forms Students in fifth grade require additional assistance in translating a written description or graphic to an equation, which may include more than one variable. According to the 2013 FCAT 2.0 results, students in 6th grade demonstrated deficiency in Category 3: Geometry and Measurement. The students require additional assistance in the area of area, volume, and select three dimensional shapes. According to the 2013 FCAT 2.0 results, students in 7th grade demonstrated deficiency in Category 4: Statistics & Probability. The students require higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of statistics and probability. Students in 8th grade demonstrated a deficiency Reporting Category 1: Number Operations, Problems, & Statistics. Students need to make sense of real world application problems involving expressions, equations, and functions by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.
- The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 66% of students in the Lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the Lowest 25% to make learning gains by 3 percentage points to 69%. According to the results on the 2013 FCAT 2.0 students in grade 3 demonstrated a deficiency in Reporting Category 2: Number Fractions. Students in grade 4 demonstrated a deficiency in Reporting Category 2: Numbers: Base Ten & Fractions. Students in grade 5 demonstrated a deficiency in Reporting Category 2: Expressions, Equations, & Statistics. Students in third grade require additional exposure of real world application in the area of fractions. Students in fourth grade require additional practice in compare and order fractions, mixed numbers, and decimals in the same or different forms Students in fifth grade require

additional assistance in translating a written description or graphic to an equation, which may include more than one variable. According to the 2013 FCAT 2.0 results, students in 6th grade demonstrated deficiency in Category 3: Geometry and Measurement. The students require additional assistance in the area of area, volume, and select three dimensional shapes. According to the 2013 FCAT 2.0 results, students in 7th grade demonstrated deficiency in Category 4: Statistics & Probability. The students require higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of statistics and probability. Students in 8th grade demonstrated a deficiency Reporting Category 1: Number Operations, Problems, & Statistics. Students need to make sense of real world application problems involving expressions, equations, and functions by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Plan to Monitor Progress Toward the Goal

Following the FCIM, the District Interims will be reviewed and analyzed to adjust instruction.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Teacher generated assessments, District Interims, 2014 FCAT 2.0 Math

G5. The results of the 2013 Algebra I EOC Test indicates that students achieved 46% for participation and 100% for performance. Our goal for the 2013-2014 school year is to increase participation to 51% and to maintain performance at 100%.

Targets Supported

- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal

- Personnel Student Textbooks

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Algebra I, the percentage of performance points can increase 5 percentage points to 51%.
- According to the 2013 Algebra EOC, 21% of students scored an Achievement Level 3. Our goal for the 2013-2014 Algebra EOC is to maintain the percentage of students achieving an Achievement Level 3 at 21%.
- According to the 2013 Algebra EOC, 78% of students scored an Achievement Level 4 or 5. Our goal for the 2013-2014 Algebra EOC is to maintain the current percentage of students scoring an Achievement Level 4 or 5.

Plan to Monitor Progress Toward the Goal

District Interims will be reviewed and analyzed to make changes to instruction as needed.

Person or Persons Responsible

LLT and MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District Assessments 2014 Algebra 1 EOC

G6. The results of the 2013 FCAT 2.0 Science indicate that 51% of the 5th Grade students achieved a proficiency Level 3 or higher. The goal for the 2014 FCAT Science is to increase the students achieving proficiency by 3 percentage points to 54%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Personnel, Projects based learning, GIZMOS, Instructional Strategies

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Science indicate that 23% of the 5th Grade students achieved a proficiency Level 3. The goal for the 2014 FCAT 2.0 Science is to increase 5th Grade students achieving proficiency Level 3 by 3 percentage points to 26%. The area of deficiency as noted on the 2013 FCAT Science Test for fifth grade was Reporting Category 1-Nature of Science. Students need additional exposure to instructional strategies that are linked to increased rigor through inquiry-based learning in Nature of Science.
- The results of the 2013 FCAT 2.0 Science indicate that 28% of the 5th Grade students achieved a proficiency Level 4 and 5. The goal for the 2014 FCAT 2.0 Science is to increase 5th Grade students achieving a proficiency Level 4 and 5 to 29%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, data from school-based assessments and District Interims will be analyzed monthly by administration to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as appropriate.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Teacher generated assessments, District Interims 2014 FCAT 2.0 Science

G7. The results of the 2013 FCAT 2.0 Science indicate that 53% of the 8th Grade students achieved a proficiency Level 3 or higher. The goal for the 2014 FCAT Science is to increase 8th Grade students achieving proficiency by 4 percentage points to 57%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Personnel, Comprehensive Science Textbook

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Science indicate that 20% of the 8th grade students achieved a proficiency Level 3. The goal for the 2014 FCAT 2.0 Science is to increase 8th grade students achieving proficiency Level 3 percentage points to 23%. The area of deficiency as noted on the 2012 FCAT Science Test for eighth grade was Reporting Category 1-Nature of Science. Students need additional exposure to instructional strategies that are linked to increased rigor through inquiry-based learning in Nature of Science.
- The results of the 2013 FCAT 2.0 Science indicate that 33% of the 8th grade students achieved a proficiency Level 4 and 5. The goal for the 2014 FCAT 2.0 Science is to increase 8th grade students achieving a proficiency Level 4 and 5 to 34%. The area of deficiency as noted on the 2012 FCAT Science Test for eighth grade was Reporting Category 1-Nature of Science. Students need additional exposure to instructional strategies that are linked to increased rigor through inquiry-based learning in Nature of Science.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, data from school-based assessments and District Interims will be analyzed monthly by administration to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as appropriate.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District assessments Teacher generated tests 2014 FCAT 2.0 Science

G8. Increase the percentage of students in grades 4th- 8th participating in the in-house and District science and engineering fair to 30%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Personnel

Targeted Barriers to Achieving the Goal

- Students need additional exposure to produce individual science fair projects. Students need additional reinforcement in understanding bridge specifications in order to apply and create bridges for the 2014 International Bridge Competition.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, administration will review the number of parents participating in the science fair workshop. Administration will also review the number of students entering their projects in the District Science and Engineering Fair.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Yearly

Evidence of Completion:

The students in grades will participate in the 2014 South Florida Science and Engineering Fair.

G9. According to the 2013 Civics EOC, none of our students participated in the examination. Our goal for the 2013-2014 Civics EOC examination, is for 30% of our students to score a proficiency level of 3 or higher.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- Personnel, Newspapers, Florida Civics, Economics, & Geography

Targeted Barriers to Achieving the Goal

- Students require more exposure to Primary Source documents previous to entering the seventh grade.

Plan to Monitor Progress Toward the Goal

Using the FCIM model, the formative assessment reports are analyzed and reviewed. The results are shared with the teachers and instruction is adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Classroom Walk throughs District assessments Lesson plans

G10. According to our 2013 data, 4% of students missed instructional time and 12% of students received more than one referral. Our goal is to decrease these percentages by 1 percentage point.

Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

- Administration and Student Services

Targeted Barriers to Achieving the Goal

- The 2013 data indicates 4% of our students missed instructional time and 31% of our students are not proficient by third grade. Our goal for 2014 is to decrease our percentage of students missing instruction to 3%, and reading non proficiency to 28%. Students are unable to provide reasons for unexcused absences. The school has limited alternatives to indoor and outdoor suspensions. Students need to learn tolerance and appropriate socialization skills and the student code of conduct. Not enough students are bring targeted for intervention in the primary grades.
- The 2013 data indicates 12% of our students received two or more referrals and 4% of our students missed instructional time. Our goal for 2014 is to decrease the percentage of students missing instruction to 3% and receiving referrals to 11%. The school has limited alternatives to indoor and outdoor suspensions. Low performing students receive an extra class of instruction in the middle school and many do not come to tutoring sessions outside of school.

Plan to Monitor Progress Toward the Goal

Monitor Parent's Communication Log for evidences of communication with parents of student who have been suspended, absent, or non-proficient.

Person or Persons Responsible

Counselors

Target Dates or Schedule:

Monthly

Evidence of Completion:

Communication log

G11. In 2012-2013, 71% (1451) of parents participated in parental workshops and activities. In 2013-2014, our school will strive to increase parental involvement to at least 80% (1525).

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Personnel

Targeted Barriers to Achieving the Goal

- Parent workshops/ activities are scheduled only after school between 6 and 7.

Plan to Monitor Progress Toward the Goal

Parents will be provided with alternative ways of receiving parent workshop information.

Person or Persons Responsible

Administration and counselors

Target Dates or Schedule:

Monthly

Evidence of Completion:

Sign-in sheets

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 Algebra I EOC Test indicates that students achieved 46% for participation, and 100% for performance. Our goal for the 2013- 2014 school year is to increase participation in Algebra 1 by 5 percentage points to 51%.

G1.B1 As noted on the 2013 Algebra I EOC administration, the percentage of students eligible to participate was limited.

G1.B1.S1 To increase participation and performance points students in Grade 8 will be provided with opportunities to use educational practices that support problem solving in Algebra I. Students will be provided opportunities to model real world situations and to reach deeper conclusions and connections. Students will be encouraged to use technology to explore problems and to develop solutions to these problems.

Action Step 1

Teachers will conduct data chats with students at least monthly and will develop opportunities for intervention and enrichment as appropriate.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chat Logs

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

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Edusoft Reports

Plan to Monitor Effectiveness of G1.B1.S1

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Edusoft Reports

G2. The results of the 2013 FCAT 2.0 Reading Assessment indicate that 71% of all students achieved AMO. Our goal for the 2014 FCAT 2.0 is to increase our students AMO by 4 percentage points to 75%.

G2.B1 The results of the FCAT 2.0 Reading Assessment indicate that 85% of Asian students achieved a level of 3 or higher on the FCAT 2.0 Reading Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Asian students achieving a level of proficiency by 8 percentage points to 93%. The results of the FCAT 2.0 Reading Assessment indicate that 70% of Hispanic students achieved a level of 3 or higher on the FCAT 2.0 Reading Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Hispanic students achieving a level of proficiency by 5 percentage points to 75%. The results of the FCAT 2.0 Reading Assessment indicate that 52% of ELL students achieved a level of 3 or higher on the FCAT 2.0 Reading Assessment. Our goal for the 2013-2014 school year is to increase the percentage of ELL students achieving a level of proficiency by 2 percentage points to 72%. The results of the FCAT 2.0 Reading Assessment indicate that 34% of Students with Disabilities achieved a level of 3 or higher on the FCAT 2.0 Reading Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Students with Disabilities achieving a level of proficiency by 11 percentage points to 45%. The results of the FCAT 2.0 Reading Assessment indicate that 65% of Educationally Disadvantaged students achieved a level of 3 or higher on the FCAT 2.0 Reading Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Economically Disadvantaged students achieving a level of proficiency by 4 percentage points to 69%. The areas of deficiency for these subgroups as noted on the 2013 administration of the FCAT Reading Test were Reporting Category 4- Informational Text and Research Process for grades 3, 4, 5 and Reporting Category 1-Vocabulary for 6,7, and 8 grades. These students need an increase in vocabulary and comprehension strategies.

G2.B1.S1 The teachers will focus on various vocabulary and comprehension strategies throughout the year to provide students the opportunities to increase achievement.

Action Step 1

Students will be provided with a daily vocabulary question. Teachers will emphasize strategies on deriving word meanings by using vocabulary word maps, reading from various texts, and affording students the opportunity to use personal dictionaries in class. Students will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students will describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples Lesson Plans

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

Following the FCIM model, the administrators will review teachers lesson plans and provide feedback after walk throughs. The MTSS/Rtl team will review data monthly and make recommendations based on needs assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk throughs Lesson Plans Common Board Configuraton

Plan to Monitor Effectiveness of G2.B1.S1

The teachers alongside administration will monitor the effectiveness of these strategies through the analysis of District tests and basal examinations.

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Edusoft Reports Weekly assessments/Student work samples Data Chat sheets

G2.B2 The results of the 2013 FCAT 2.0 Reading Assessment indicate that 29% of students achieved a proficiency Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 4 percentage points to 33%. The areas of deficiency for students scoring FCAT Level 3 as notes on the 2013 administration of the FCAT Reading Test were Reporting Category 4-Informational Text and Research Process for grades 3, 4, 5 and Reporting Category 1-Vocabulary for 6,7, and 8 grades. All students require higher order thinking and analytical skills. Students have a limited exposure to rigor and relevance such as project-based learning activities that include identifying topics and text features and real-world learning strategies that incorporate reading into students' experiences.

G2.B2.S1 The use of reading strategies will be integrated in all content areas. Students will be instructed using higher order thinking questions and inference type questions. The teachers will engage students in more challenging activities that promote identification of topics and text features, higher order thinking and infuse rigor and relevance, including the use of Reading Plus, Successmaker, & FCAT Explorer. Teachers will use various sources to supplement the basal. Students will use newspapers, magazines, and the Internet to infuse various subject areas into Reading.

Action Step 1

The teachers will continuously analyze their data and change their differentiated instruction groups.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

DI charts SuccessMaker Reports Basal Examinations Reading Plus Reports

Facilitator:

Ms. Toledo

Participants:

Reading Teachers

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

Following the FCIM model, the reading liaison and administrators will review assessments monthly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations based on needs assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Data chat sheets Edusoft Reports DI charts

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM model, teachers will review their assessments monthly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations based on needs assessment.

Person or Persons Responsible

LLT and teachers

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR District Interims Teacher generated assessments Reading Plus Reports Successmaker Reports FCAT Explorer Reports 2014 FCAT 2.0

G2.B3 The results of the 2013 FCAT 2.0 Reading Assessment indicate that 41% of students achieved proficiency Level 4 and 5. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 4 and 5 by 2 percentage points to 43%. The areas of deficiency for students scoring FCAT Level 4 or 5 as noted on the 2013 administration of the FCAT Reading Test were Reporting Category 4- Informational Text and Research Process for grades 3, 4, 5 and Reporting Category 1-Vocabulary for 6,7, and 8 grades. All students require higher order thinking and analytical skills. Students have a limited exposure to rigor and relevance such as project-based learning activities that include identifying topics and text features and real-world learning strategies that incorporate reading into students' experiences.

G2.B3.S1 Each skill will be taught explicitly using instructional webs then reinforced in combination with reciprocal reading strategies. The use of reading strategies will be integrated in all content areas. Teachers can use various sources to supplement the basal. Students will use newspapers, magazines, and the Internet to infuse various subject areas into Reading.

Action Step 1

Teachers will review their own assessments and adjust their differentiated instruction on an ongoing basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples Edusoft Reports Technology Reports Data Chat Reports

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

Following the FCIM model, the reading liaison and administrators will review assessments monthly and adjust instruction as needed. The MTSS/Rtl team will review data monthly and make recommendations based on needs assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom walk throughs Lesson Plans Data chat Reports

Plan to Monitor Effectiveness of G2.B3.S1

The teachers alongside administration will monitor the effectiveness of these strategies through the analysis of District tests and Basal examinations. An adjustment to instruction will be made if necessary.

Person or Persons Responsible

LLT and teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples Edusoft Reports Student test results

G2.B4 The results of the 2013 FCAT 2.0 Reading Assessment indicate that 74% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 3 percentage points to 77%. The areas of deficiency for students as noted on the 2013 administration of the FCAT Reading Test were Reporting Category 4- Informational Text and Research Process for grades 3, 4, 5 and Reporting Category 1-Vocabulary for 6,7, and 8 grades. All students require additional instruction and exposure in the areas of vocabulary, main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the validity and reliability of information, and interpreting graphical information. This will afford students the opportunity to perform well in the areas of Vocabulary and Informational Text and Research Process.

G2.B4.S1 Teachers will utilize more grade level appropriate material that includes identifying topics and themes within texts, using real-world documents to identify text features and to locate, interpret and organize information.

Action Step 1

Students will be exposed to newspapers, Weekly Readers, Scholastic News, and other resources to assist them in achieving proficiency in reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples

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

The LLT will monitor teachers' fidelity of implementation. The lesson plans will be monitored on weekly basis.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Common Board Configuration Lesson Plans Classrooms Walk throughs

Plan to Monitor Effectiveness of G2.B4.S1

Following the FCIM model, the reading liaison and administrators will review assessments monthly and adjust instruction as needed. The MTSS/RtI team will review data monthly and make recommendations based on needs assessment.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

FAIR District Interims Teacher generated assessments Reading Plus Reports SuccessMaker Reports FCAT Explorer Reports

G2.B5 The results of the FCAT 2.0 Reading Assessment indicate that 69% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% make learning gains by 3 percentage points to 72%. The areas of deficiency for students as noted on the 2013 administration of the FCAT Reading Test were Reporting Category 4- Informational Text and Research Process for grades 3, 4, 5 and Reporting Category 1-Vocabulary for 6,7, and 8 grades. Students in third through fifth grade require additional exposure to real world text to assist them in interpreting graphical information. Students in sixth through eighth grade require additional assistance in word meanings and word relationships from context. Students confuse their daily language with the literary vocabulary.

G2.B5.S1 Students in third through fifth grade will be exposed to real-world documents to identify text features and to locate, interpret, and organize information. The use of Scholastic News and Time for Kids will be implemented on a weekly basis. Students in sixth through eighth grade will be provided with daily vocabulary question. Teachers will emphasize strategies on deriving word meanings by using vocabulary word maps, reading from various texts, and affording students the opportunity to use personal dictionaries in class.

Action Step 1

Students will be exposed to many supplemental materials through interventions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples

Plan to Monitor Fidelity of Implementation of G2.B5.S1

The LLT will monitor teachers' fidelity of implementation. The lesson plans will be monitored on a weekly basis.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Weekly

Evidence of Completion

Common Board Configuration, Lesson Plans, Classroom walk throughs

Plan to Monitor Effectiveness of G2.B5.S1

Following the FCIM model, the reading liaison and administration will review assessments and adjust instruction as needed. The MTSS/RtI team will review data and make recommendations based on needs assessment.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

FAIR, District Interims, Teacher generated assessments

G2.B6 The results of the 2013 CELLA assessment indicate that 68% of students achieved a Proficiency level in the Listening and Speaking section. Our goal for the 2014 CELLA assessment is to increase the percentage of students achieving a Proficiency level in the Listening and Speaking Section to 71%. Students in this subgroup demonstrate difficulty assimilating and adapting to the English language. Many students require additional assistance with their oral and listening skills.

G2.B6.S1 Students will be exposed to word translations and word walls. ESOL teachers will provide them with Imagine Learning to assist them in assimilating to the new language.

Action Step 1

The teachers will include Imagine Learning into their lesson plans. Vocabulary activities will be done on a daily basis.

Person or Persons Responsible

ESOL Teachers and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Imagine Learning Reports, 2014 CELLA, Teacher generated assessments

Plan to Monitor Fidelity of Implementation of G2.B6.S1

Administration and teachers will ensure the interventions are completed on a daily basis. Students will complete Imagine Learning lessons on a weekly basis.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Imagine Learning Reports, 2014 CELLA, Teacher generated assessments

Plan to Monitor Effectiveness of G2.B6.S1

Following the FCIM model, the ESOL chairperson will review assessment data weekly and adjust instruction as needed. The MTSS/Rtl team will review data bi-weekly and make recommendations based on the needs assessment.

Person or Persons Responsible

Administration and ESOL Chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

FAIR Weekly teacher generated assessments Imagine Learning Reports 2014 CELLA

G2.B7 The results of the 2013 CELLA assessment indicate that 37% of students achieved a Proficiency level in the Reading section. Our goal for the 2014 CELLA assessment is to increase the percentage of students achieving a Proficiency level in the Reading Section to 43%. Many students require comprehension skills in English, making their acquisition of identifying text features and main idea in a passage and vocabulary difficult.

G2.B7.S1 The students will be provided with interactive word walls and word mapping on a daily basis.

Action Step 1

The ESOL teachers will provide a daily vocabulary word and ensure mapping and other vocabulary strategies are used. ESOL students will also be provided with dictionaries to use on a daily basis.

Person or Persons Responsible

Administration and ESOL chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Schedules Classroom Walk throughs

Plan to Monitor Fidelity of Implementation of G2.B7.S1

Administration and ESOL chairperson will supervise the fidelity of the strategies by reviewing lesson plans and the use of Imagine Learning.

Person or Persons Responsible

Administration and ESOL chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk throughs Imagine Learning Reports Lesson Plans

Plan to Monitor Effectiveness of G2.B7.S1

Following the FCIM model, administration will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on the needs assessment.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Weekly

Evidence of Completion

FAIR Weekly teacher generated tests Imagine Learning Reports

G2.B8 The results of the 2013 CELLA assessment indicate that 37% of students achieved a Proficiency level in the Writing section. Our goal for the 2014 CELLA assessment is to increase the percentage of students achieving a Proficiency level in the Writing Section to 43%. Many students require additional assistance with their vocabulary and basic conventional writing skills.

G2.B8.S1 Teachers will expose all ELL students to Spanish/English dictionaries, as well as word walls and word mapping. Teachers will have ELL students write daily in their journals to develop the writing process.

Action Step 1

Students will keep a dialogue journal to communicate with the teacher regularly and carry on a private conversation. The dialogue journals will provide a communicative context for language and writing development since they are both functional and interactive. Students will write on topics of their choice and the teacher will respond with advice, comments, and observations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk throughs Lesson Plans Resource Library 2014 CELLA

Plan to Monitor Fidelity of Implementation of G2.B8.S1

Administration and ESOL chairperson will supervise the fidelity of the strategies by reviewing lesson plans and the use of journals.

Person or Persons Responsible

Administration and ESOL chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk throughs Student sample work 2014 CELLA

Plan to Monitor Effectiveness of G2.B8.S1

Following the FCIM model, administration will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on the needs assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Weekly

Evidence of Completion

FAIR Weekly teacher generated assessments Computer assisted reports from Imagine Learning 2014 CELLA

G3. The results of the 2013 FCAT 2.0 Writing Assessment indicate that 58% of students achieved an achievement Level of 3 or higher. Our goal for the 2013-2014 year is to increase the percentage of students achieving proficiency by 4 percentage points.

G3.B1 Students require additional instruction in vocabulary to improve their writing skills and increase the usage of supporting details.

G3.B1.S1 Teachers will provide opportunities for students to use word webs and word walls to improve vocabulary. Teachers will also provide exemplary papers which demonstrate specific word choice, clarity and correct usage of supporting details. Students will develop a list of words specific to the writing genre.

Action Step 1

Students will use supporting details, substituting active verbs for common verbs and specific words for general words. Students will use appropriate transitions that connect the supporting details and use precise language and domain specific vocabulary to inform about, or explain the topic.

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Common Board Configuration Exemplary Papers

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

The Reading Liaison will ensure the teachers are completing writing prompts and using exemplary writing examples as model writings.

Person or Persons Responsible

Reading Liaison and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Writing Prompts Lesson Plans Classroom Walk throughs

Plan to Monitor Effectiveness of G3.B1.S1

Teachers will review monthly writing prompts to assess the exemplary papers.

Person or Persons Responsible

LLT and Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Pre and Post-Writing Assessment

G4. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 68% of all students achieved AMO. Our goal for the 2014 FCAT 2.0 is to increase our student AMO by 7 percentage points to 75%.

G4.B1 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 85% of Asian students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Asian students scoring a level 3 or higher by 8 percentage points to 93%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 52% of Black students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Black students scoring a level 3 or higher by 18 percentage points to 70%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 68% of Hispanic students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Hispanic students scoring a level 3 or higher by 7 percentage points to 75%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 28% of Students with Disabilities scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Students with Disabilities scoring a level 3 or higher by 21 percentage points to 49%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 62% of Economically Disadvantaged students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Economic Disadvantage students scoring a level 3 or higher by 7 percentage points to 69%. Students require additional exposure to math manipulatives and differentiated instruction.

G4.B1.S1 Students will apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division. Students will extend numeric or graphic patterns beyond the next element or find one or more missing elements in a numeric or graphic pattern. Students will analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems.

Action Step 1

The teachers will provide students with grade-level appropriate opportunities to construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data and use them to solve problems. The teachers will provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Common Board Configuration Student Assessments

Facilitator:

Ms. Lisowski

Participants:

Administration Math Liaison

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

Following the FCIM model, the formative assessments are analyzed and reviewed. Instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk throughs Lesson Plans GIZMOS utilization reports Teacher generated assessments

Plan to Monitor Effectiveness of G4.B1.S1

Results of quarterly assessments will be reviewed to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

District Quarterly Assessments Teacher generated assessments

G4.B2 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 30% of students achieved proficiency Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 7 percentage points to 37%. According to the results on the 2013 FCAT 2.0 students in grade 3 demonstrated a deficiency in Reporting Category 2: Number Fractions. Students in grade 4 demonstrated a deficiency in Reporting Category 2: Numbers: Base Ten & Fractions. Students in grade 5 demonstrated a deficiency in Reporting Category 2: Expressions, Equations, & Statistics. Students in third grade require additional exposure of real world application in the area of fractions. Students in fourth grade require additional practice in compare and order fractions, mixed numbers, and decimals in the same or different forms. Students in fifth grade require additional assistance in translating a written description or graphic to an equation, which may include more than one variable. According to the 2013 FCAT 2.0 results, students in 6th grade demonstrated deficiency in Category 3: Geometry and Measurement. The students require additional assistance in the area of area, volume, and select three dimensional shapes. According to the 2013 FCAT 2.0 results, students in 7th grade demonstrated deficiency in Category 4: Statistics & Probability. The students require higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of statistics and probability. Students in 8th grade demonstrated a deficiency Reporting Category 1: Number Operations, Problems, & Statistics. Students need to make sense of real world application problems involving expressions, equations, and functions by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

G4.B2.S1 Third grade teachers will provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Fourth grade teachers will provide opportunities for students to develop an understanding of decimals, including the connection between fractions and decimals; and to generate equivalent fractions and simplify fractions. Fifth grade students will focus on building a foundation for later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context. Sixth grade teachers will develop departmental grade level and/or course-alike learning teams to facilitate the implementation best practice instructional strategies. Provide students with opportunity to use virtual tools like GIZMOS and NLVM while they investigate geometric properties and strategies to determine the surface area and volume of selected prisms, pyramids, cylinders. Seventh grade students will be provided contexts for mathematical exploration and the development of student understanding in the areas of statistics and probability through the use of real or virtual manipulatives for engaging opportunities for practice. Eighth grade students will infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Action Step 1

Administrators and Math Department chairperson will analyze teachers implementation of GIZMOS and lesson plans for strategies. The administrators will ensure students have manipulatives to implement strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Common Board Configuration Weekly GIZMOS utilization report

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

Administration will complete walk throughs and analyze reports for fidelity.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk throughs Lesson plans GIZMOS Utilization reports Sample Student Work

Plan to Monitor Effectiveness of G4.B2.S1

Results of quarterly assessments will be reviewed to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

District assessments Teacher generated exams

G4.B3 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 35% of students achieved proficiency Level 4 and 5. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 4 and 5 by 3 percentage points to 38%. According to the results on the 2013 FCAT 2.0 students in grade 3 demonstrated a deficiency in Reporting Category 2: Number Fractions. Students in grade 4 demonstrated a deficiency in Reporting Category 2: Numbers: Base Ten & Fractions. Students in grade 5 demonstrated a deficiency in Reporting Category 2: Expressions, Equations, & Statistics. The third grade students require additional hands-on activities to assist them in the study of fractions. The fourth and fifth grade students need more enrichment activities in the areas of Base Ten & Fractions and Expressions, Equations, & Statistics. They need additional technology in the classroom. According to the 2013 FCAT 2.0 results, students in 6th grade demonstrated deficiency in Category 3: Geometry and Measurement. The students require additional technological and real world assistance in the area of area, volume, and select three dimensional shapes. According to the 2013 FCAT 2.0 results, students in 7th grade demonstrated deficiency in Category 4: Statistics & Probability. Students need to develop thematic projects to help make predictions based on experimental or theoretical probability of an independent or dependent event. Students in 8th grade demonstrated a deficiency Reporting Category 1: Number Operations, Problems, & Statistics. Students need to be provided with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of expressions, equations and functions.

G4.B3.S1 Teachers will engage third through fifth students in activities using technology such as GIZMOS and the National Library of Virtual Manipulatives to address fractions. Sixth grade teachers will develop departmental grade level and/or course-alike learning teams to facilitate the implementation best practice instructional strategies. Provide students with opportunity to use problem solving techniques to investigate geometric properties and strategies to determine the surface area and volume of selected prisms, pyramids, cylinders. Seventh grade teachers will provide contexts for mathematical exploration and the development of student understanding in the areas of statistics and probability through the use of real or virtual manipulatives for engaging opportunities for practice. Eighth grade teachers will provide contexts for mathematical exploration and the development of student understanding in the areas of expressions, equations and functions through the use of manipulatives, and graphs for engaging opportunities for practice.

Action Step 1

Administration will ensure teachers have their technology needs met. The Department chairperson will ensure the teachers plan together and make changes to the instructional focus when necessary.

Person or Persons Responsible

Administration and Math Department Chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Common Board Configurations GIZMOS Reports Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Administration will review data reports and complete thorough walk through of math classes to ensure the strategy is being implemented.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Classroom Walk throughs GIZMOS Reports

Plan to Monitor Effectiveness of G4.B3.S1

Results of quarterly assessments will be reviewed by department /grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

Administration and Department Chair

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly assessments District Interims

G4.B4 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 74% of students made Learning Gains. Our goal for the 2013-2014 school year is to increase the percentage of students making Learning Gains by 3 percentage points to 77%. According to the results on the 2013 FCAT 2.0 students in grade 3 demonstrated a deficiency in Reporting Category 2: Number Fractions. Students in grade 4 demonstrated a deficiency in Reporting Category 2: Numbers: Base Ten & Fractions. Students in grade 5 demonstrated a deficiency in Reporting Category 2: Expressions, Equations, & Statistics. Students in third grade require additional exposure of real world application in the area of fractions. Students in fourth grade require additional practice in compare and order fractions, mixed numbers, and decimals in the same or different forms. Students in fifth grade require additional assistance in translating a written description or graphic to an equation, which may include more than one variable. According to the 2013 FCAT 2.0 results, students in 6th grade demonstrated deficiency in Category 3: Geometry and Measurement. The students require additional assistance in the area of area, volume, and select three dimensional shapes. According to the 2013 FCAT 2.0 results, students in 7th grade demonstrated deficiency in Category 4: Statistics & Probability. The students require higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of statistics and probability. Students in 8th grade demonstrated a deficiency Reporting Category 1: Number Operations, Problems, & Statistics. Students need to make sense of real world application problems involving expressions, equations, and functions by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

G4.B4.S1 Third grade teachers will provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Fourth grade teachers will provide opportunities for students to develop an understanding of decimals, including the connection between fractions and decimals; and to generate equivalent fractions and simplify fractions. Fifth grade students will focus on building a foundation for later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context. Sixth grade teachers will develop departmental grade level and/or course-alike learning teams to facilitate the implementation best practice instructional strategies. Provide students with opportunity to use virtual tools like GIZMOS and NLVM while they investigate geometric properties and strategies to determine the surface area and volume of selected prisms, pyramids, cylinders. Seventh grade students will be provided contexts for mathematical exploration and the development of student understanding in the areas of statistics and probability through the use of real or virtual manipulatives for engaging opportunities for practice. Eighth grade students will infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Action Step 1

Administration will ensure that teachers' technology needs are met as well as common planning time. Administration will ensure the strategies are being implemented by reviewing student work and quarterly District tests.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Student sample work Edusoft Reports GIZMOS utilization reports

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Following the FCIM model, District Interims and teacher assessments will be analyzed and reviewed to adjust curriculum focus and instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Weekly walk throughs Student work samples

Plan to Monitor Effectiveness of G4.B4.S1

Following the FCIM model, District Interims and teacher assessments will be analyzed and reviewed to adjust curriculum focus and instruction.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly assessments District Interims Edusoft Reports

G4.B5 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 66% of students in the Lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the Lowest 25% to make learning gains by 3 percentage points to 69%. According to the results on the 2013 FCAT 2.0 students in grade 3 demonstrated a deficiency in Reporting Category 2: Number Fractions. Students in grade 4 demonstrated a deficiency in Reporting Category 2: Numbers: Base Ten & Fractions. Students in grade 5 demonstrated a deficiency in Reporting Category 2: Expressions, Equations, & Statistics. Students in third grade require additional exposure of real world application in the area of fractions. Students in fourth grade require additional practice in compare and order fractions, mixed numbers, and decimals in the same or different forms. Students in fifth grade require additional assistance in translating a written description or graphic to an equation, which may include more than one variable. According to the 2013 FCAT 2.0 results, students in 6th grade demonstrated deficiency in Category 3: Geometry and Measurement. The students require additional assistance in the area of area, volume, and select three dimensional shapes. According to the 2013 FCAT 2.0 results, students in 7th grade demonstrated deficiency in Category 4: Statistics & Probability. The students require higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of statistics and probability. Students in 8th grade demonstrated a deficiency Reporting Category 1: Number Operations, Problems, & Statistics. Students need to make sense of real world application problems involving expressions, equations, and functions by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

G4.B5.S1 Third grade teachers will provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Fourth grade teachers will provide opportunities for students to develop an understanding of decimals, including the connection between fractions and decimals; and to generate equivalent fractions and simplify fractions. Fifth grade students will focus on building a foundation for later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context. Sixth grade teachers will develop departmental grade level and/or course-alike learning teams to facilitate the implementation best practice instructional strategies. Provide students with opportunity to use virtual tools like GIZMOS and NLVM while they investigate geometric properties and strategies to determine the surface area and volume of selected prisms, pyramids, cylinders. Seventh grade students will be provided contexts for mathematical exploration and the development of student understanding in the areas of statistics and probability through the use of real or virtual manipulatives for engaging opportunities for practice. Eighth grade students will infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Action Step 1

Teachers will provide opportunities for hands-on activities, use various manipulatives in the classroom, and provide technology tools to assist students in achieving learning gains.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student work samples GIZMOS utilization reports

Plan to Monitor Fidelity of Implementation of G4.B5.S1

The utilization reports and lesson plans will be analyzed to determine if teachers are implementing strategies with fidelity.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Classroom Walk throughs Student work samples GIZMOS utilization reports

Plan to Monitor Effectiveness of G4.B5.S1

Results of quarterly assessments will be reviewed to ensure progress. Adjustments to curriculum focus will be made as needed.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly assessments District Interims Data Reports

G5. The results of the 2013 Algebra I EOC Test indicates that students achieved 46% for participation and 100% for performance. Our goal for the 2013-2014 school year is to increase participation to 51% and to maintain performance at 100%.

G5.B1 As noted on the 2013 Algebra I, the percentage of performance points can increase 5 percentage points to 51%.

G5.B1.S1 To increase performance points, students in eighth grade will be provided with opportunities to use educational practices that support problem solving in Algebra I. Students will be provided opportunities to model real world situations and to reach deeper conclusions and connections. Students will be encouraged to use technology to explore problems and to develop solutions to these problems.

Action Step 1

Teachers will provide students additional time to complete IXL and GIZMOS. Teachers will provide additional opportunities for real world situations and increase higher order thinking activities.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Student work samples, Technology Reports

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

Using the FCIM model, the formative assessments will be analyzed and reviewed. The results will be shared to ensure progress is being made and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Student work samples, Teacher generated assessments

Plan to Monitor Effectiveness of G5.B1.S1

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Person or Persons Responsible

LLT and MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Edusoft Reports Teacher generated tests

G5.B2 According to the 2013 Algebra EOC, 21% of students scored an Achievement Level 3. Our goal for the 2013-2014 Algebra EOC is to maintain the percentage of students achieving an Achievement Level 3 at 21%.

G5.B2.S1 Students will utilize Florida Achieves and IXL computer-assisted resources to reinforce and enhance mathematical skills. Students will be provided before school tutoring to reinforce skills and strategies learned in their math class.

Action Step 1

Teachers will ensure technology is being used and that the targeted students are participating in the before school tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Computer program reports, Tutoring Sign-in sheets

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

Using the FCIM model, the formative assessment data reports will be analyzed and reviewed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher generated assessments, Computer reports

Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM model, the District Interim data will be reviewed and the curriculum focus and instruction will be adjusted.

Person or Persons Responsible

LLt and MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interims

G5.B3 According to the 2013 Algebra EOC, 78% of students scored an Achievement Level 4 or 5. Our goal for the 2013-2014 Algebra EOC is to maintain the current percentage of students scoring an Achievement Level 4 or 5.

G5.B3.S1 The area of deficiency in the 2013 Algebra 1 EOC was Rationals, Radicals, Quadratics, and Discrete Mathematics including solving quadratic equations by factoring and using the quadratic formula. Performing set operations such as union and intersection, complement and cross product and using venn diagrams to explore relationships and patterns. Students have a minimal availability of enrichment activities in the classroom environment. Students need more tutoring in set operations, relationships, and patterns. Students will utilize Florida Achieves and IXL computer-assisted resources to reinforce skills and strategies learned in their math class.

Action Step 1

Administration and teachers

Person or Persons Responsible

Administration will ensure all technology needs are met and that teachers are including differentiated instruction in lesson plans.

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Florida Achieves Reports, IXL Reports

Plan to Monitor Fidelity of Implementation of G5.B3.S1

LLT

Person or Persons Responsible

Using the FCIM model, the formative assessments are analyzed and reviewed. The results are shared with teachers and instruction is adjusted as needed.

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, Classroom walk throughs, Technology Reports, District tests

Plan to Monitor Effectiveness of G5.B3.S1

LLT

Person or Persons Responsible

Quarterly assessment reports will be used by teachers to implement data-driven instruction.

Target Dates or Schedule

Monthly

Evidence of Completion

Edusoft Reports, District Assessments, Teacher generated tests, 2014 Algebra 1 EOC

G6. The results of the 2013 FCAT 2.0 Science indicate that 51% of the 5th Grade students achieved a proficiency Level 3 or higher. The goal for the 2014 FCAT Science is to increase the students achieving proficiency by 3 percentage points to 54%.

G6.B1 The results of the 2013 FCAT 2.0 Science indicate that 23% of the 5th Grade students achieved a proficiency Level 3. The goal for the 2014 FCAT 2.0 Science is to increase 5th Grade students achieving proficiency Level 3 by 3 percentage points to 26%. The area of deficiency as noted on the 2013 FCAT Science Test for fifth grade was Reporting Category 1-Nature of Science. Students need additional exposure to instructional strategies that are linked to increased rigor through inquiry-based learning in Nature of Science.

G6.B1.S1 The students will be provided with activities to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry-based activities that allow for testing of hypothesis, data, analysis, explanation of variables, and experimental design.

Action Step 1

Administrators will ensure teachers' schedule promote a one hour science lab activity. Teachers will elaborate on weekly science labs and ensure the entire scientific process is reviewed weekly.

Person or Persons Responsible

Administrators and Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Science journals Classroom Walk throughs

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

Following the FCIM model, administration will review science lab usage and determine fidelity of strategy.

Person or Persons Responsible

Administration, MTSS/Rtl

Target Dates or Schedule

Weekly

Evidence of Completion

Science Lab journals Classroom walk throughs Student work samples

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM model, data from school-based assessments and District Interims will be analyzed quarterly by administration to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as appropriate.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule

Quarterly

Evidence of Completion

District quarterly assessments

G6.B2 The results of the 2013 FCAT 2.0 Science indicate that 28% of the 5th Grade students achieved a proficiency Level 4 and 5. The goal for the 2014 FCAT 2.0 Science is to increase 5th Grade students achieving a proficiency Level 4 and 5 to 29%.

G6.B2.S1 In 5th grade, students will work on GIZMOS to enhance inquiry based learning. The rigor will also be increased in science according to the 2014 FCAT 2.0 Science Test.

Action Step 1

Teachers will ensure science labs are provided on a weekly basis. Students will be provided with opportunities to include writing in their science journals.

Person or Persons Responsible

Adminsitators

Target Dates or Schedule

Weekly

Evidence of Completion

Science journals and student work samples

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

LLT

Person or Persons Responsible

Administration will review reports and student work samples to monitor fidelity. The results are shared with teachers and instruction is adjusted as needed.

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk throughs, Student work samples, Science journals, GIZMOS utilization reports.

Plan to Monitor Effectiveness of G6.B2.S1

Using the FCIM model, data will be analyzed monthly to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as appropriate.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher generated tests and District Interims

G7. The results of the 2013 FCAT 2.0 Science indicate that 53% of the 8th Grade students achieved a proficiency Level 3 or higher. The goal for the 2014 FCAT Science is to increase 8th Grade students achieving proficiency by 4 percentage points to 57%.

G7.B1 The results of the 2013 FCAT 2.0 Science indicate that 20% of the 8th grade students achieved a proficiency Level 3. The goal for the 2014 FCAT 2.0 Science is to increase 8th grade students achieving proficiency Level 3 percentage points to 23%. The area of deficiency as noted on the 2012 FCAT Science Test for eighth grade was Reporting Category 1-Nature of Science. Students need additional exposure to instructional strategies that are linked to increased rigor through inquiry-based learning in Nature of Science.

G7.B1.S1 Provide activities for students in 8th grade, to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry-based activities that allow for testing of hypothesis, data, analysis, explanation of variables, and experimental design in Nature of Science.

Action Step 1

Teachers will increase the number of inquiry based projects and labs in their classrooms.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Science lab journals Teacher generated tests

Facilitator:

Ms. Dieppa

Participants:

Administration and Department Chairperson

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

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared and instruction is adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Walk throughs Science journals Sample student work Teacher generated tests District assessments

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM model, data from school-based assessments and District Interims will be analyzed monthly by administration to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as appropriate.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

District assessments Teacher generated tests

G7.B1.S2 A focus calendar has been created and teachers are implementing the Edgenuity remediation program with the entire student population.

Action Step 1

Teachers will increase the usage of Edgenuity to assist with science concepts.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

The computer generated reports

Facilitator:

Ms. Dieppa, Science Department Chairperson

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared and instruction is adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthroughs Lesson Plans Computer Assisted Reports

Plan to Monitor Effectiveness of G7.B1.S2

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared and instruction is adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Computer Reports Teacher Generated Tests Interims

G7.B2 The results of the 2013 FCAT 2.0 Science indicate that 33% of the 8th grade students achieved a proficiency Level 4 and 5. The goal for the 2014 FCAT 2.0 Science is to increase 8th grade students achieving a proficiency Level 4 and 5 to 34%. The area of deficiency as noted on the 2012 FCAT Science Test for eighth grade was Reporting Category 1-Nature of Science. Students need additional exposure to instructional strategies that are linked to increased rigor through inquiry-based learning in Nature of Science.

G7.B2.S1 In 8th grade, students will work on GIZMOS, FCAT Explorer, and science concepts tested on the FCAT 2.0 to enhance inquiry based testing.

Action Step 1

Teachers will ensure all technology programs are used to implement the strategy.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

GIZMOS and FCAT Explorer Utilization Reports

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

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with teachers and instruction is adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Assessments, Teacher Generated Assessments

Plan to Monitor Effectiveness of G7.B2.S1

Using the FCIM, data from school-based assessments and District Interims will be analyzed and used to determine if students are making adequate progress toward the goal. Adjustments to instruction will be made as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

District assessments and Teacher generated tests

G8. Increase the percentage of students in grades 4th- 8th participating in the in-house and District science and engineering fair to 30%.

G8.B1 Students need additional exposure to produce individual science fair projects. Students need additional reinforcement in understanding bridge specifications in order to apply and create bridges for the 2014 International Bridge Competition.

G8.B1.S1 Students are taught the scientific process and how to use on-line resources to do research and gather appropriate data from results. Parents are provided with workshops that teach them the scientific process and learn how to use power point presentations. Engineer is invited to speak to parents, teachers and students about bridges and the specifications on the international bridge competition rules. Teachers reinforce scientific method, data collection and inquiry activities with-in instruction.

Action Step 1

Science Department Chairperson ensures professional development is given to parents to assist their children with science fair and bridge projects.

Person or Persons Responsible

Administration and Department Chairperson

Target Dates or Schedule

Quarterly

Evidence of Completion

Science Fair Projects Bridge projects

Facilitator:

Ms. Dieppa

Participants:

Administration and Department Chairperson

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

Following the FCIM model, administration will review the number of parents participating in the science fair workshop. Administration will also review the number of students entering their projects in the District Science and Engineering Fair.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Yearly

Evidence of Completion

Classroom Walk throughs Lesson Plans Parent Sign-in sheets Teacher generated tests

Plan to Monitor Effectiveness of G8.B1.S1

Teachers will evaluate students' science experiments and bridges. In-house science fair to determine top projects per grade level. Bridges that meet specifications will be tested for their efficiency.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Yearly

Evidence of Completion

Science Fair judging District Science and Engineering results

G9. According to the 2013 Civics EOC, none of our students participated in the examination. Our goal for the 2013-2014 Civics EOC examination, is for 30% of our students to score a proficiency level of 3 or higher.

G9.B1 Students require more exposure to Primary Source documents previous to entering the seventh grade.

G9.B1.S1 Teachers will provide activities that allow students to interpret primary and secondary sources of information.

Action Step 1

Teachers will expose students in the elementary grades and middle school grades to primary and secondary resources like newspapers and magazines.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student work samples

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

Using the FCIM model, the formative assessment reports are analyzed and reviewed. The results are shared with the teachers and instruction is adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Department meetings Classroom Walk throughs Sample student work

Plan to Monitor Effectiveness of G9.B1.S1

Using the FCIM model, the formative assessment reports are analyzed and reviewed. The results are shared with the teachers and instruction is adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Sample student work Teacher generated tests Classroom Walk throughs

G10. According to our 2013 data, 4% of students missed instructional time and 12% of students received more than one referral. Our goal is to decrease these percentages by 1 percentage point.

G10.B1 The 2013 data indicates 4% of our students missed instructional time and 31% of our students are not proficient by third grade. Our goal for 2014 is to decrease our percentage of students missing instruction to 3%, and reading non proficiency to 28%. Students are unable to provide reasons for unexcused absences. The school has limited alternatives to indoor and outdoor suspensions. Students need to learn tolerance and appropriate socialization skills and the student code of conduct. Not enough students are being targeted for intervention in the primary grades.

G10.B1.S1 Students who are deemed as developing a pattern of non-attendance will be referred to a counselor. A reward system will be established to recognize students for perfect attendance and outstanding citizenship through "Do the Right Thing" project. Peer Mediation teams will be developed as a means of assisting with conflict resolution. Reading interventions will be completed throughout the day and after school to target those low performing students.

Action Step 1

Counselors, along with the MTSS/RtI team will monitor referrals and create at-risk lists.

Person or Persons Responsible

Administration Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Counselors logs Classroom Visits

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

Administration will monitor counselor's schedules to ensure they are providing assistance to students.

Person or Persons Responsible

Administration and Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Visits Counselor logs

Plan to Monitor Effectiveness of G10.B1.S1

Monitor Parent's Communication Log for evidences of communication with parents of student who have been suspended, absent, or non-proficient.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Communication Log

G10.B2 The 2013 data indicates 12% of our students received two or more referrals and 4% of our students missed instructional time. Our goal for 2014 is to decrease the percentage of students missing instruction to 3% and receiving referrals to 11%. The school has limited alternatives to indoor and outdoor suspensions. Low performing students receive an extra class of instruction in the middle school and many do not come to tutoring sessions outside of school.

G10.B2.S1 Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team and to the counselors. The counselors will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in the process. Peer mediation teams will be developed as means of assisting with conflict resolution.

Action Step 1

Administration and Counselors

Person or Persons Responsible

Counselors will create at-risk lists, contact all student with excessive tardies and absences, and counsel those students with multiple behavioral referrals.

Target Dates or Schedule

Monthly

Evidence of Completion

Communication Logs, Classroom Visitation

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

Counselors will monitor students referrals and grades throughout the year.

Person or Persons Responsible

Administration and Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Parent Communication Log, Counseling Logs

Plan to Monitor Effectiveness of G10.B2.S1

Monitor parent's communication log for evidences of communication with parents of students who have been suspended, have had excessive tardies or absences, and having trouble in a class.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Communication logs

G11. In 2012-2013, 71% (1451) of parents participated in parental workshops and activities. In 2013-2014, our school will strive to increase parental involvement to at least 80% (1525).

G11.B1 Parent workshops/ activities are scheduled only after school between 6 and 7.

G11.B1.S1 Provide alternative times for Parent workshops such as morning, afternoon, or Saturdays based on parents' needs.

Action Step 1

Ensure workshops are offered at convenient times for parents.

Person or Persons Responsible

Administrative Team Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance log Sign-in sheets

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

Counselors provide parents with a needs assessment.

Person or Persons Responsible

Administration and Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of G11.B1.S1

Administration and counselors must monitor the attendance of parent workshops.

Person or Persons Responsible

Administration and counselors

Target Dates or Schedule

Monthly

Evidence of Completion

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

Funds from Title III will be utilized to implement the Tutoring Academy for English Language Learners.

Title VI, Part B – NA

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs - N/A

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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.

G2. The results of the 2013 FCAT 2.0 Reading Assessment indicate that 71% of all students achieved AMO. Our goal for the 2014 FCAT 2.0 is to increase our students AMO by 4 percentage points to 75%.

G2.B2 The results of the 2013 FCAT 2.0 Reading Assessment indicate that 29% of students achieved a proficiency Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 4 percentage points to 33%. The areas of deficiency for students scoring FCAT Level 3 as notes on the 2013 administration of the FCAT Reading Test were Reporting Category 4-Informational Text and Research Process for grades 3, 4, 5 and Reporting Category 1-Vocabulary for 6,7, and 8 grades. All students require higher order thinking and analytical skills. Students have a limited exposure to rigor and relevance such as project-based learning activities that include identifying topics and text features and real-world learning strategies that incorporate reading into students' experiences.

G2.B2.S1 The use of reading strategies will be integrated in all content areas. Students will be instructed using higher order thinking questions and inference type questions. The teachers will engage students in more challenging activities that promote identification of topics and text features, higher order thinking and infuse rigor and relevance, including the use of Reading Plus, Successmaker, & FCAT Explorer. Teachers will use various sources to supplement the basal. Students will use newspapers, magazines, and the Internet to infuse various subject areas into Reading.

PD Opportunity 1

The teachers will continuously analyze their data and change their differentiated instruction groups.

Facilitator

Ms. Toledo

Participants

Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

DI charts SuccessMaker Reports Basal Examinations Reading Plus Reports

G4. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 68% of all students achieved AMO. Our goal for the 2014 FCAT 2.0 is to increase our student AMO by 7 percentage points to 75%.

G4.B1 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 85% of Asian students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Asian students scoring a level 3 or higher by 8 percentage points to 93%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 52% of Black students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Black students scoring a level 3 or higher by 18 percentage points to 70%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 68% of Hispanic students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Hispanic students scoring a level 3 or higher by 7 percentage points to 75%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 28% of Students with Disabilities scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Students with Disabilities scoring a level 3 or higher by 21 percentage points to 49%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 62% of Economically Disadvantaged students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2013-2014 school year is to increase the percentage of Economic Disadvantage students scoring a level 3 or higher by 7 percentage points to 69%. Students require additional exposure to math manipulatives and differentiated instruction.

G4.B1.S1 Students will apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division. Students will extend numeric or graphic patterns beyond the next element or find one or more missing elements in a numeric or graphic pattern. Students will analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems.

PD Opportunity 1

The teachers will provide students with grade-level appropriate opportunities to construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data and use them to solve problems. The teachers will provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Facilitator

Ms. Lisowski

Participants

Administration Math Liaison

Target Dates or Schedule

Weekly

Evidence of Completion

Common Board Configuration Student Assessments

G7. The results of the 2013 FCAT 2.0 Science indicate that 53% of the 8th Grade students achieved a proficiency Level 3 or higher. The goal for the 2014 FCAT Science is to increase 8th Grade students achieving proficiency by 4 percentage points to 57%.

G7.B1 The results of the 2013 FCAT 2.0 Science indicate that 20% of the 8th grade students achieved a proficiency Level 3. The goal for the 2014 FCAT 2.0 Science is to increase 8th grade students achieving proficiency Level 3 percentage points to 23%. The area of deficiency as noted on the 2012 FCAT Science Test for eighth grade was Reporting Category 1-Nature of Science. Students need additional exposure to instructional strategies that are linked to increased rigor through inquiry-based learning in Nature of Science.

G7.B1.S1 Provide activities for students in 8th grade, to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry-based activities that allow for testing of hypothesis, data, analysis, explanation of variables, and experimental design in Nature of Science.

PD Opportunity 1

Teachers will increase the number of inquiry based projects and labs in their classrooms.

Facilitator

Ms. Dieppa

Participants

Administration and Department Chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Science lab journals Teacher generated tests

G7.B1.S2 A focus calendar has been created and teachers are implementing the Edgenuity remediation program with the entire student population.

PD Opportunity 1

Teachers will increase the usage of Edgenuity to assist with science concepts.

Facilitator

Ms. Dieppa, Science Department Chairperson

Participants

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

The computer generated reports

G8. Increase the percentage of students in grades 4th- 8th participating in the in-house and District science and engineering fair to 30%.

G8.B1 Students need additional exposure to produce individual science fair projects. Students need additional reinforcement in understanding bridge specifications in order to apply and create bridges for the 2014 International Bridge Competition.

G8.B1.S1 Students are taught the scientific process and how to use on-line resources to do research and gather appropriate data from results. Parents are provided with workshops that teach them the scientific process and learn how to use power point presentations. Engineer is invited to speak to parents, teachers and students about bridges and the specifications on the international bridge competition rules. Teachers reinforce scientific method, data collection and inquiry activities with-in instruction.

PD Opportunity 1

Science Department Chairperson ensures professional development is given to parents to assist their children with science fair and bridge projects.

Facilitator

Ms. Dieppa

Participants

Administration and Department Chairperson

Target Dates or Schedule

Quarterly

Evidence of Completion

Science Fair Projects Bridge projects

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	The results of the 2013 FCAT 2.0 Reading Assessment indicate that 71% of all students achieved AMO. Our goal for the 2014 FCAT 2.0 is to increase our students AMO by 4 percentage points to 75%.	\$5,252
Total		\$5,252

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
EESAC	\$5,252	\$5,252
Total	\$5,252	\$5,252

Budget Details

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

G2. The results of the 2013 FCAT 2.0 Reading Assessment indicate that 71% of all students achieved AMO. Our goal for the 2014 FCAT 2.0 is to increase our students AMO by 4 percentage points to 75%.

G2.B5 The results of the FCAT 2.0 Reading Assessment indicate that 69% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% make learning gains by 3 percentage points to 72%. The areas of deficiency for students as noted on the 2013 administration of the FCAT Reading Test were Reporting Category 4- Informational Text and Research Process for grades 3, 4, 5 and Reporting Category 1-Vocabulary for 6,7, and 8 grades. Students in third through fifth grade require additional exposure to real world text to assist them in interpreting graphical information. Students in sixth through eighth grade require additional assistance in word meanings and word relationships from context. Students confuse their daily language with the literary vocabulary.

G2.B5.S1 Students in third through fifth grade will be exposed to real-world documents to identify text features and to locate, interpret, and organize information. The use of Scholastic News and Time for Kids will be implemented on a weekly basis. Students in sixth through eighth grade will be provided with daily vocabulary question. Teachers will emphasize strategies on deriving word meanings by using vocabulary word maps, reading from various texts, and affording students the opportunity to use personal dictionaries in class.

Action Step 1

Students will be exposed to many supplemental materials through interventions.

Resource Type

Personnel

Resource

Hourly teachers will be hired to provide interventions

Funding Source

EESAC

Amount Needed

\$5,252