2013-2014 SCHOOL IMPROVEMENT PLAN

Somerset Gables Academy
624 ANASTASIA AVE
Coral Gables, FL 33134
305-442-8626

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	10%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	77%

School Grades History

2013-14	2012-13	2011-12	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
Somerset Gables Academy

Principal
Suzette Ruiz

School Advisory Council chair
Maria C. Cabrera

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

Name	Title
Suzette Ruiz	Principal
Maria C. Cabrera	Asst. 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, Teachers– 1,Alternate Teacher-1, Educational Support-1, Alternate Educational Support-1, Parents-5, Alternate Parent-1, Business/Community Representative-1, Board of Directors-1.

Involvement of the SAC in the development of the SIP

Develop and monitor the implementation and effectiveness of School Improvement Plan.
Review student performance data with School Advisory Council.
Oversee budget expenditures of SAC funds.

Activities of the SAC for the upcoming school year

Develop and monitor the implementation and effectiveness of School Improvement Plan.

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

SAC funds ($5 per student= $1,375.00) will be used to purchase Scholastic Weekly Studies and Truancy Prevention.

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
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Suzette Ruiz		
Principal	Years as Administrator: 9	Years at Current School: 4

Credentials	Bachelors in Elementary Education, Masters in Reading, Certificate in Educational Leadership, Certifications: Educational Leadership K-12, Elementary Education 1-6, ESOL K-12, Reading K-12
Performance Record	School Year 2013 School Grade A High Standards Rdg. 80 High Standards Math 83 Lrng Gains-Rdg. 77 Lrng Gains-Math 76 Lowest-Rdg-25% 66 Lowest-Math-25% 69 School Year 2012 School Grade A High Standards Rdg. 89 High Standards Math 86 Lrng Gains-Rdg. 79 Lrng Gains-Math 62 Lowest-Rdg-25% 75 Lowest-Math-25% 70 School Year 2011 School Grade A High Standards Rdg. 85 High Standards Math 88 Lrng Gains-Rdg. 75 Lrng Gains-Math 67 Lowest-Rdg-25% 78 Lowest-Math-25% 80 School Year 2010 School Grade A High Standards Rdg. 86 High Standards Math 87 Lrng Gains-Rdg. 80 Lrng Gains-Math 63 Lowest-Rdg-25% 76 Lowest-Math-25% 49

Maria C. Cabrera		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	Bachelors in Elementary Education, Masters in Early Childhood Education, Certificate in Educational Leadership, Certifications: Educational Leadership K-12, Elementary Education 1-6, ESOL K-12, Early Childhood Birth-3rd grade
Performance Record	N/A

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

19

 # receiving effective rating or higher

19, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

19, 100%

 # ESOL endorsed

19, 100%

 # reading endorsed

3, 16%

 # with advanced degrees

11, 58%

 # National Board Certified

0, 0%

 # first-year teachers

3, 16%

 # with 1-5 years of experience

7, 37%

 # with 6-14 years of experience

4, 21%

 # with 15 or more years of experience

5, 26%

Education Paraprofessionals

# of paraprofessionals
10

 # Highly Qualified
10, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
6

 # receiving effective rating or higher
(not entered because basis is < 10)

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

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

Job Fair
Referral from Current Employees
Person Responsible: Principal / Asst. Principal

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

Comprehensive Teacher Mentoring Program
The assistance of exemplary teachers and other appropriate individuals from a school/institution…Coaching/Classroom Observation/Team Teaching. Administrators will provide resources, especially time for mentoring teams to meet, observe each others techniques, model best practices, and discuss improvements to classroom and instructional practices, in order for a teacher mentoring program to be efficient.

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

As basic components of the problem-solving process, our leadership team will follow a four step process. Step 1 will define, in objective and measurable terms, the goal(s) to be attained. Step 2 will identify possible reasons why the desired goal(s) is not being attained. Step 3 will develop and implement a well supported plan involving evidence-based strategies to attain the goal(s). Step 4 will evaluate the effectiveness of the plan in relation to stated goals. The problem-solving process is applicable to all 3 tiers (All Students/Some Students/Few Students) of instruction/intervention and can be used for problem-solving at the community, district, school, classroom and/or individual student levels.

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

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

Select General Education Teachers (Primary): Asst. Principal, (Kindergarten to Fifth Grade Level Chairperson) provides information about core instruction to corresponding grade level teachers and participates in student data collection for the school. The above mentioned team members were selected based on their knowledge and commitment to the core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups.

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

The Leadership team meetings will focus on monitoring and analyzing student data to maintain a problem solving system that brings out the best in our school, teachers, and our students. The team will follow Tier I,II,III core instruction/intervention (define the problem/analyze the problem and develop an intervention plan/implement the plan and monitor progress/evaluate the results.)
The team meets periodically to engage in the following activities:
Evaluate data and correlate it to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students and their academic levels. Based on the above information, the team will identify professional development to enhance students' achievement levels. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR),), Florida Comprehensive Assessment Test (FCAT) scores from district stated averages, Interim Assessment Test, STAR Reading Test, STAR Math Test and EDUSOFT data.
Progress Monitoring: PMRN, FAIR, Interim Assessment Test, STAR Reading Test, STAR Math Test, Success Maker, Reading Plus and EDUSOFT. Ie: Referral Behavioral Form (Somerset Gables Discipline Referral Form)
End of year: PMRN, Interim Assessment Test, STAR Reading Test, STAR Math Test and EDUSOFT.
Frequency of Data Days: The RTI Leadership team conducts periodic meetings for data analysis.
Based on the data collected from formal assessments, the team will identify professional development to enhance students' achievement levels. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

To the support the understanding of MTSS and build capacity in data-based problem solving for students and parents, four critical steps will be followed: Step 1- Define the problem/goal by determining the difference between what is expected and what is occurring. Step 2- Analyze the problem by using data to determine why the issue is occurring (generate a hypothesis: why students are not meeting performance goals) and gather assessment data to determine valid/non-valid hypotheses to be linked to instruction/intervention. Design or select instruction to directly address barriers. Step 3- Develop and

implement a plan driven by the results of the teams problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored. Step 4- Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Periodical team discussions will center on how to maintain or better enable learning for the student(s).

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year: 10,800

Differentiated Instruction: Individualized instruction in core academic subjects.
Foreign Language Approach: Integration of daily instruction in reading/writing and social sciences in a foreign language (Spanish).
Technology Infused lessons/activities: Promethean Board, Net books, iPads, Nooks, research-based learning sites (Reading Plus/Mathletics/Renaissance Place, Spelling City, Learning Village, ConnectEd, etc) that will contribute to a well-rounded education.
Sharp Minds: Integration of music theory and keyboard instruction to stimulate creativity and enhance learning through music instruction.
Grade-Level Meetings: Collaborate/Plan meaningful/effective lessons/activities that will enhance learning and meet the needs of all students.
Professional Development (PD): Access to Instructional MDCPS PD opportunities to enhance educational knowledge and trends in education that will impact/increase student learning. On site PD workshops to increase knowledge of specialized instructional programs and best practices in the classroom.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

The leadership team (Principal, Asst. Principal, Lead/Grade-Level Chairs) will collect data on a bi-weekly and/or quarterly basis to monitor/analyze effectiveness of strategies/activities. Leadership will share findings with general education teachers during grade-level and/or faculty meetings to sustain/increase student performance.

Who is responsible for monitoring implementation of this strategy?

Principal, Asst. Principal and Lead/Grade-Level Chairpersons.

Strategy: Before or After School Program

Minutes added to school year: 7,260

After Care Enrichment Program
Lego Club- All participants will learn how to integrate LEGO building skills (STEM) that promote higher-order thinking, creativity, and problem-solving skills. Class sessions can be completely customizable and can be tailored to fit specific learning needs.
Sharp Minds- Integration of music theory and keyboard instruction to stimulate creativity and enhance learning through music instruction.
Mind Lab- Integration of hands-on activities (ex: puzzles) that promote higher order thinking skills within a fun learning environment.
FCAT Tutoring- Vary skills and strategies in the curricular areas of Reading, Math and Science to improve/master FCAT test-taking skills.
Battle of the Books- Interactive, literary group sessions that enhance and promote reading skills through narrative and expository texts.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Lego Club- Lego models and robotics created by students during sessions will be evaluated by session facilitators to determine mastery of STEM objective(s).
Sharp Minds- Quarterly evaluations will be based on keyboard performance observed by session facilitator.
Mind Lab- Student(s) will demonstrate mastery of skill(s) based on final outcome of the mind lab activity as per facilitator.
FCAT Tutoring- The leadership team (Principal, Asst. Principal, Lead/Grade-Level Chairs) will collect data on a bi-weekly basis to monitor/analyze effectiveness of strategies/activities. Leadership will share findings with general education teachers during grade-level and/or faculty meetings to sustain/increase student performance.
Battle of the Books- Students will compete at in-school and district-wide competition to determine comprehension of text read through out club sessions (minimum of 6 titles).

Who is responsible for monitoring implementation of this strategy?

Principal, Asst. Principal and After-School Care Director.

Literacy Leadership Team (LLT)

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

Name	Title
Suzette Ruiz	Principal
Maria C. Cabrera	Asst. Principal

How the school-based LLT functions

The LLT will provide professional development through best practices during common teacher planning times, weekly grade level meetings, and monthly faculty meetings. For instance, the LLT will support and

provide ongoing professional development to teachers on the major reading components based on student performance data, administration and data interpretation of instructional assessments, and differentiated instruction techniques.

Major initiatives of the LLT

The initiative for the LLT this year is to model effective instructional strategies for teachers, facilitate study groups, train teachers in interpreting data charts, meet with teachers to ensure that research based reading programs and strategies are implemented. In addition, the LLT will help to increase instructional density to meet the needs of all students, increase teachers' knowledge base in best practices in reading instruction and intervention strategies.

Every Teacher Contributes to Reading Instruction

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

Teachers will participate in ongoing professional development courses (Reading Plus, Success Maker, Accelerated Reader, Reading Wonders Common Core Training) to promote student advancement/ improvement in Reading.
Leadership team will meet quarterly with general ed. teachers to analyze and monitor data collected from ongoing computer-based programs and standardized assessments.

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

Private-based preschool program located at our facility integrates a rigorous curricular program that promotes early literacy and empowers early childhood children with the skills necessary to be successful during their elementary school-age years.
In addition, our school offers an open-house orientation to incoming Kindergarteners and a Meet & Greet session to facilitate an efficient and effective transition into our Kindergarten program.

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

N/A

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	86%	84%	No	88%
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		31%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		57%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		99%	99%
Students in lowest 25% making learning gains (FCAT 2.0)		99%	99%

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)	15	63%	67%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		22%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		17%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		0%

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	10	77%	79%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	100%	78%	No	100%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic		0%		
White		0%		
English language learners		0%		
Students with disabilities		0%		
Economically disadvantaged		0%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	34%	49%
Students scoring at or above Achievement Level 4	14	44%	51%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		64%	68%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%
Middle school performance on high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

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	*[data excluded for privacy reasons]*		29%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		21%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	67		75
Participation in STEM-related experiences provided for students	67	24%	27%

Area 6: Career and Technical Education (CTE)

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

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	5	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	2	1%	1%
Students who are not proficient in reading by third grade	4	21%	19%
Students who receive two or more behavior referrals	2	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	1%	1%

Middle School Indicators

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

Area 9: Parent Involvement

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

Parental involvement targets for the school

Our goal is to have 92% (253) of our parents to volunteer in our school activities and events.
• 1. Barrier- Increase and/or maintain parent participation in school wide activities by 5%.
• 1. Strategy- Mentors fluent in parents' home language will call new families and invite them to attend parent group programs. Develop a school wide newsletter with updates.
• Action Steps- Develop and implement a plan driven by the results of the teams' problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.
• Monitor for fidelity- Community Involvement Delegate.
• Monitor for effectiveness- Review sign-in sheets to determine the number of parents attending school events.
• Monitor progress/Assessment(s)- Review sign-in sheets to determine the number of parents attending school events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Average number of parents in attendance at parent engagement opportunities.	221	90%	92%
Percent of parents who participated in parent engagement opportunities.	221	90%	92%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	0	0%	0%

Goals Summary

G1. Our goal is to master or improve the expected level of performance based on school average of 31% (17).

G2. Our goal is to master or improve the expected level of performance based on the average of 49% (27).

G3. As a new school, our goal is to master or improve the expected level of performance based on district average of 29% (4).

G4. Our goal is to master or improve the expected level of performance based on the school average of 67% (32) on the 2013-2014 Cella Test (Listening/Speaking portion).

G5. Our goal is to master or improve the expected level of performance based on school average of 79% (11).

G6. Our goal is to master or improve the expected level of performance based on the 2013-2014 average of 97.22%

Goals Detail

G1. Our goal is to master or improve the expected level of performance based on school average of 31% (17).

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

Resources Available to Support the Goal
- Students will use real-world documents such as, how to articles, brochures, fliers and websites to locate, interpret and organize information. Students will incorporate Accelerated Readers as a motivating factor to increase reading/fluency.
- 1. Strategy- Students will use real world documents such as, how to articles, brochures, fliers and websites to locate, interpret and organize information.

Targeted Barriers to Achieving the Goal
- 1. Barrier- Based on District Data Analysis informational text and research process seems to be the content cluster students need most assistance.
- 2. Barrier- Based on District Data Analysis Reference and Research seems to be the content cluster students need most assistance.

Plan to Monitor Progress Toward the Goal

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible
Leadership Team, MTSS/RtI Team, Asst. Principal

Target Dates or Schedule:
Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion:
Summative: FCAT 2014, Formative, FAIR, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

G2. Our goal is to master or improve the expected level of performance based on the average of 49% (27).

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

Resources Available to Support the Goal
- Students will be provided the opportunities for data analysis to include making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range or the data, or identifying different parts of a graph. In order to increase Geometry content cluster the school will provide students with the opportunity to investigate and discover geometric concepts and relationships, in addition to engaging students in activities for visual stimulus to develop students' geometry and spatial sense, and provide hands on experience.

Targeted Barriers to Achieving the Goal
- Based on district data, the content cluster that students show a deficiency in is Number Operations, Problems and Statistics
- Based on district data, the content cluster that students show a deficiency in is Data Analysis and Geometry.

Plan to Monitor Progress Toward the Goal

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible
Leadership Team, MTSS/RtI Team

Target Dates or Schedule:
Grade-Level Meetings Faculty Meetins Classroom Observations

Evidence of Completion:
Teacher made tests, Baseline Assessment, District Interim Benchmark Assessments, FCAT 2014

G3. As a new school, our goal is to master or improve the expected level of performance based on district average of 29% (4).

Targets Supported

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- Students will conduct weekly science investigations pertaining to Life/Environmental Benchmark during classroom instruction. Students will write their observations and results in science journals, analyze data and apply scientific thinking weekly.

Targeted Barriers to Achieving the Goal

- Based on district data analysis, students demonstrated a lack of prior knowledge and exposure to scientific thinking.

- Barrier- Based on district data analysis, students demonstrated a lack of prior knowledge and exposure to scientific thinking.

Plan to Monitor Progress Toward the Goal

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Grade-Level Meeting Faculty Meeting Classroom Observation

Evidence of Completion:

Interim Assessment, FCAT 2014 Science, Projects, Teacher made tests, Interim Assessment, Baseline Assessment.

G4. Our goal is to master or improve the expected level of performance based on the school average of 67% (32) on the 2013-2014 Cella Test (Listening/Speaking portion).

Targets Supported

Resources Available to Support the Goal
- Integrate the Language Experience Approach (LEA) as a strategy to have students produce language in response to first-hand, multi-sensorial experiences. The LEA uses the students' ideas and their language to develop reading and writing skills.

Targeted Barriers to Achieving the Goal
- Listening: Based on the results of the Listening portion of the CELLA Assessment, students need exposure to a proficient level of the English listening/spoken language.

- Speaking: Based on the results of the Speaking portion of the CELLA Assessment, students need exposure to a proficient level of the English listening/spoken language.

- Reading: Based on the results of the Reading portion of the CELLA Assessment, students need access to written text in the English language that meets their level of proficiency.

- Writing: Based on the results of the Writing portion of the CELLA Assessment, students need opportunities to develop their Written/English language proficiency skills.

Plan to Monitor Progress Toward the Goal

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible
Leadership Team, MTSS/RtI Team

Target Dates or Schedule:
Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion:
CELLA, FCAT 2014, Reading Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

G5. Our goal is to master or improve the expected level of performance based on school average of 79% (11).

Targets Supported
- Writing

Resources Available to Support the Goal
- Use a graphic organizer to write a draft organized with a logical sequence for beginning, middle, and end and use supporting details to develop focus and elaboration (Incorporate Melissa Forney Writing strategies to increase writing skills.

Targeted Barriers to Achieving the Goal
- Writing: Based on district data analysis, students demonstrated a weakness on focus and elaboration in their writing samples.

Plan to Monitor Progress Toward the Goal

Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion:
Monthly writing assessments, FCAT 2014

G6. Our goal is to master or improve the expected level of performance based on the 2013-2014 average of 97.22%

Targets Supported

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Monthly and perfect attendance school-wide recognition.

Targeted Barriers to Achieving the Goal

- Based on district data, it has been determined that illnesses and absences may affect student performance.

- Students and parents are unfamiliar with the Student Code of Conduct.

Plan to Monitor Progress Toward the Goal

General Ed. Teacher will contact students' guardian after 2 tardies/2 absences. Leadership team will monitor weekly call logs as needed.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Grade-level Meetings Faculty Meetings Quarterly Attendance Reports

Evidence of Completion:
Attendance Roster.

Action Plan for Improvement

Problem Solving Key

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

G1. Our goal is to master or improve the expected level of performance based on school average of 31% (17).

G1.B1 1. Barrier- Based on District Data Analysis informational text and research process seems to be the content cluster students need most assistance.

G1.B1.S1 1. Strategy- Students will use real-world documents such as, how to articles, brochures, fliers and websites to locate, interpret and organize information.

Action Step 1

Results of assessments .

Person or Persons Responsible

Leadership Team, MTSS/RtI Team, Asst. Principal

Target Dates or Schedule

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Evidence of Completion

Summative: FCAT 2014, Formative, FAIR, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

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

Results of assessments

Person or Persons Responsible

Leadership Team, MTSS/RtI Team, Asst. Principal

Target Dates or Schedule

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Evidence of Completion

Summative: FCAT 2014, Formative, FAIR, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

Plan to Monitor Effectiveness of G1.B1.S1

Results of assessments

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings

Evidence of Completion

Summative: FCAT 2014, Formative, FAIR, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

G1.B1.S2 2. Strategy- Incorporate Accelerated Readers as a motivating factor to increase reading/ fluency.

Action Step 1

Develop and implement a plan driven by the results of the teams problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team, Asst. Principal

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Summative: FCAT 2014, Formative, FAIR, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

Facilitator:

Renaissance Place Reading Plus

Participants:

Leadership Team, MTSS/RtI Team, Asst. Principal

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

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team, Asst. Principal

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Summative: FCAT 2014, Formative, FAIR, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

Plan to Monitor Effectiveness of G1.B1.S2

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team, Asst. Principal

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Summative: FCAT 2014, Formative, FAIR, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

G1.B2 2. Barrier- Based on District Data Analysis Reference and Research seems to be the content cluster students need most assistance.

G1.B2.S1 Students will use real world documents such as, how to articles, brochures, fliers and websites to locate, interpret and organize information.

Action Step 1

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team, Grade-Level Chair

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Summative: FCAT 2014, Formative, FAIR, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

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

- Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team, Grade-Level Chair

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Summative: FCAT 2014, Formative, FAIR, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

Plan to Monitor Effectiveness of G1.B2.S1

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team, Grade-Level Chair,

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Summative: FCAT 2014, Formative, FAIR, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

G2. Our goal is to master or improve the expected level of performance based on the average of 49% (27).

G2.B1 Based on district data, the content cluster that students show a deficiency in is Number Operations, Problems and Statistics

G2.B1.S1 Strategy- Students will be provided the opportunities for data analysis to include making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range or the data, or identifying different parts of a graph.

Action Step 1

Develop and implement a plan driven by the results of the teams' problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Teacher made tests, Baseline Assessment, District Interim Benchmark Assessments, FCAT 2014

Facilitator:

Mathletics Representative 9/05/13

Participants:

Leadership Team, MTSS/RtI Team

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

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Teacher made tests, Baseline Assessment, District Interim Benchmark Assessments, FCAT 2014

Plan to Monitor Effectiveness of G2.B1.S1

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Teacher made tests, Baseline Assessment, District Interim Benchmark Assessments, FCAT 2014

G2.B2 Based on district data, the content cluster that students show a deficiency in is Data Analysis and Geometry.

G2.B2.S1 Strategy- Students will be provided the opportunities for data analysis to include making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range or the data, or identifying different parts of a graph. In order to increase Geometry content cluster the school will provide students with the opportunity to investigate and discover geometric concepts and relationships, in addition to engaging students in activities for visual stimulus to develop students' geometry and spatial sense, and provide hands on experience.

Action Step 1

Develop and implement a plan driven by the results of the teams' problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.

Person or Persons Responsible

- Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Teacher made tests, Baseline Assessment, District Interim Benchmark Assessments, FCAT 2014

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

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Teacher made tests, Baseline Assessment, District Interim Benchmark Assessments, FCAT 2014

Plan to Monitor Effectiveness of G2.B2.S1

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Teacher made tests, Baseline Assessment, District Interim Benchmark Assessments, FCAT 2014

G3. As a new school, our goal is to master or improve the expected level of performance based on district average of 29% (4).

G3.B1 Based on district data analysis, students demonstrated a lack of prior knowledge and exposure to scientific thinking.

G3.B1.S1 Strategy- Students will conduct weekly science investigations pertaining to Life/Environmental Benchmark during classroom instruction. Students will write their observations and results in science journals, analyze data and apply scientific thinking weekly

Action Step 1

Develop and implement a plan driven by the results of the teams' problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Interim Assessment, FCAT 2014 Science, Projects, Teacher made tests, Interim Assessment, Baseline Assessment.

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

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Interim Assessment, FCAT 2014 Science, Projects, Teacher made tests, Interim Assessment, Baseline Assessment

Plan to Monitor Effectiveness of G3.B1.S1

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Interim Assessment, FCAT 2014 Science, Projects, Teacher made tests, Interim Assessment, Baseline Assessment.

G3.B2 Barrier- Based on district data analysis, students demonstrated a lack of prior knowledge and exposure to scientific thinking.

G3.B2.S1 Teachers will provide enrichment activities for students to design science projects to increase scientific thinking. They will provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply knowledge gained on key instructional concepts.

Action Step 1

Develop and implement a plan driven by the results of the teams' problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Interim Assessment, FCAT 2014 Science, Projects, Teacher made tests, Interim Assessment, Baseline Assessment

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

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Interim Assessment, FCAT 2014 Science, Projects, Teacher made tests, Interim Assessment, Baseline Assessment.

Plan to Monitor Effectiveness of G3.B2.S1

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Interim Assessment, FCAT 2014 Science, Projects, Teacher made tests, Interim Assessment, Baseline Assessment

G4. Our goal is to master or improve the expected level of performance based on the school average of 67% (32) on the 2013-2014 Cella Test (Listening/Speaking portion).

G4.B1 Listening: Based on the results of the Listening portion of the CELLA Assessment, students need exposure to a proficient level of the English listening/spoken language.

G4.B1.S1 Listening: Integrate the Language Experience Approach (LEA) as a strategy to have students produce language in response to first-hand, multi-sensorial experiences. The LEA uses the students' ideas and their language to develop reading and writing skills.

Action Step 1

Develop and implement a plan driven by the results of the teams' problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

CELLA, FCAT 2014, Reading Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

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

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

CELLA, FCAT 2014, Reading Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

Plan to Monitor Effectiveness of G4.B1.S1

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

CELLA, FCAT 2014, Reading Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

G4.B2 Speaking: Based on the results of the Speaking portion of the CELLA Assessment, students need exposure to a proficient level of the English listening/spoken language.

G4.B2.S1 Based on the results of the Speaking portion of the CELLA Assessment, students need exposure to a proficient level of the English listening/spoken language.

Action Step 1

Speaking: Infuse group projects as a dynamic strategy through which students develop linguistic and academic skills simultaneously. In this highly successful strategy, ELL students work together in small intellectually and culturally mixed groups to achieve functioned, and an academic assessment tool for the Instructor.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team, ESOL Liaison, General Ed Teacher.

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

CELLA, FCAT 2014, Reading Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

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

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team, ESOL Liaison, General Ed Teacher.

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

CELLA, FCAT 2014, Reading Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

Plan to Monitor Effectiveness of G4.B2.S1

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team, ESOL Liaison, General Ed Teacher.

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

CELLA, FCAT 2014, Reading Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

G4.B3 Reading: Based on the results of the Reading portion of the CELLA Assessment, students need access to written text in the English language that meets their level of proficiency.

G4.B3.S1 Reading: Implement differentiated instruction as a teaching strategy based on the premise that teachers should adapt instruction to student differences (reading levels). Teachers will infuse ESOL strategies such as Activating Prior Knowledge, Picture Walk, Use of Task Cards, Choral Reading and Cooperative Learning.

Action Step 1

Develop and implement a plan driven by the results of the teams' problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

CELLA, FCAT 2014, Reading Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

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

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

CELLA, FCAT 2014, Reading Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

Plan to Monitor Effectiveness of G4.B3.S1

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

CELLA, FCAT 2014, Reading Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

G4.B4 Writing: Based on the results of the Writing portion of the CELLA Assessment, students need opportunities to develop their Written/English language proficiency skills.

G4.B4.S1 Based on the results of the Writing portion of the CELLA Assessment, students need opportunities to develop their Written/English language proficiency skills.

Action Step 1

Develop and implement a plan driven by the results of the teams' problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.

Person or Persons Responsible

Integrate ESOL strategies for writing such as Dialogue Journals, Illustrating and Labeling, Process Writing, Summarizing and Writing Prompts.

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

CELLA, FCAT 2014, Reading Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

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

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

CELLA, FCAT 2014, Reading Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

Plan to Monitor Effectiveness of G4.B4.S1

Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.

Person or Persons Responsible

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

CELLA, FCAT 2014, Reading Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

G5. Our goal is to master or improve the expected level of performance based on school average of 79% (11).

G5.B1 Writing: Based on district data analysis, students demonstrated a weakness on focus and elaboration in their writing samples.

G5.B1.S1 Students should use a graphic organizer to write a draft organized with a logical sequence for beginning, middle, and end and use supporting details to develop focus and elaboration (Incorporate Melissa Forney Writing strategies to increase writing skills.

Action Step 1

Develop and implement a plan driven by the results of the teams' problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Monthly writing assessments, FCAT 2014

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

Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Monthly writing assessments, FCAT 2014

Plan to Monitor Effectiveness of G5.B1.S1

Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Monthly writing assessments, FCAT 2014

G6. Our goal is to master or improve the expected level of performance based on the 2013-2014 average of 97.22%

G6.B1 Based on district data, it has been determined that illnesses and absences may affect student performance.

G6.B1.S1 Students with monthly, perfect attendance will receive school-wide recognition.

Action Step 1

Develop and implement a plan driven by the results of the teams' problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Quarterly Attendance Reports

Evidence of Completion

Attendance Roster.

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

General Ed. Teacher will contact students' guardian after 2 tardies/2 absences. Leadership team will monitor weekly call logs as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Quarterly Attendance Reports

Evidence of Completion

Attendance Roster.

Plan to Monitor Effectiveness of G6.B1.S1

General Ed. Teacher will contact students' guardian after 2 tardies/2 absences. Leadership team will monitor weekly call logs as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Quarterly Attendance Reports

Evidence of Completion

Attendance Roster.

G6.B2 Students and parents are unfamiliar with the Student Code of Conduct.

G6.B2.S1 Students and parents are unfamiliar with the Student Code of Conduct.

Action Step 1

Develop and implement a plan driven by the results of the teams' problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.

Person or Persons Responsible

Principal

Target Dates or Schedule

Grade-level Meetings Faculty Meetings Quarterly

Evidence of Completion

Parent Contact Logs and Suspension Reports.

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

Develop and implement a plan driven by the results of the teams' problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal.

Person or Persons Responsible

Principal

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Quarterly

Evidence of Completion

Parent Contact Logs and Suspension Reports

Plan to Monitor Effectiveness of G6.B2.S1

General Ed. Teacher will keep parent contact logs as evidence of communication; principal will monitor parent contact logs.

Person or Persons Responsible

Principal

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Quarterly

Evidence of Completion

Parent Contact Logs and Suspension Reports

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Our goal is to master or improve the expected level of performance based on school average of 31% (17).

G1.B1 1. Barrier- Based on District Data Analysis informational text and research process seems to be the content cluster students need most assistance.

G1.B1.S2 2. Strategy- Incorporate Accelerated Readers as a motivating factor to increase reading/fluency.

PD Opportunity 1

Develop and implement a plan driven by the results of the teams problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.

Facilitator

Renaissance Place Reading Plus

Participants

Leadership Team, MTSS/RtI Team, Asst. Principal

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Summative: FCAT 2014, Formative, FAIR, Teacher made tests, Interim Assessments, District Benchmark Assessments, Data Chats

G2. Our goal is to master or improve the expected level of performance based on the average of 49% (27).

G2.B1 Based on district data, the content cluster that students show a deficiency in is Number Operations, Problems and Statistics

G2.B1.S1 Strategy- Students will be provided the opportunities for data analysis to include making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range or the data, or identifying different parts of a graph.

PD Opportunity 1

Develop and implement a plan driven by the results of the teams' problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.

Facilitator

Mathletics Representative 9/05/13

Participants

Leadership Team, MTSS/RtI Team

Target Dates or Schedule

Grade-Level Meetings Faculty Meetings Classroom Observations

Evidence of Completion

Teacher made tests, Baseline Assessment, District Interim Benchmark Assessments, FCAT 2014

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our goal is to master or improve the expected level of performance based on school average of 31% (17).	$2,500
G2.	Our goal is to master or improve the expected level of performance based on the average of 49% (27).	$2,500
	Total	$5,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
School Fund	$5,000	$5,000
Total	$5,000	$5,000

Budget Details

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

G1. Our goal is to master or improve the expected level of performance based on school average of 31% (17).

G1.B1 1. Barrier- Based on District Data Analysis informational text and research process seems to be the content cluster students need most assistance.

G1.B1.S2 2. Strategy- Incorporate Accelerated Readers as a motivating factor to increase reading/fluency.

Action Step 1

Develop and implement a plan driven by the results of the teams problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.

Resource Type

Evidence-Based Program

Resource

Matheletics is an evidence based program which will increase student achievement in Math. Professional Development will increase effectiveness/implementation of software program.

Funding Source

School Fund

Amount Needed

$2,500

G2. Our goal is to master or improve the expected level of performance based on the average of 49% (27).

G2.B1 Based on district data, the content cluster that students show a deficiency in is Number Operations, Problems and Statistics

G2.B1.S1 Strategy- Students will be provided the opportunities for data analysis to include making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range or the data, or identifying different parts of a graph.

Action Step 1

Develop and implement a plan driven by the results of the teams' problem analysis by establishing a performance goal for the group/individual student(s) and developing an intervention plan to achieve the goal. Determine how student progress will be monitored.

Resource Type

Evidence-Based Program

Resource

Funding Source

School Fund

Amount Needed

$2,500