Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Brucie Ball Educational Center

11001 SW 76TH ST, HOMEBOUND
Miami, FL 33173
305-514-5100
http://merrick.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	Yes	*[Data Not Available]*
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	*[Data Not Available]*

School Grades History

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.

Table of Contents

Purpose and Outline of the SIP 4

Differentiated Accountability 5

Part I: Current School Status 6

Part II: Expected Improvements 21

Goals Summary 30

Goals Detail 31

Action Plan for Improvement 53

Part III: Coordination and Integration 206

Appendix 1: Professional Development Plan to Support Goals 207

Appendix 2: Budget to Support Goals 258

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
Brucie Ball Educational Center

Principal
Deborah Wehking

School Advisory Council chair
Maria Revoredo

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

Name	Title
Deborah Wehking	Principal
Alex Sardinas	Assistant Principal
Stephanie Blum	Assistant Principal
Ray Martinez	Department Chairperson
Maria Corbin	Department Chairperson
Jackie Stille	Department Chairperson

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

Ms. Deborah Wehking, Principal
Ms. Stephanie Blum, Assistant Principal
Ms. Maria Revoredo, Chair
Ms. Donna Walker, UTD
Ms. Ana Hernandez-Bravo
Ms. Robin Leavitt, Teacher
Ms. Zeida Ibarra, Teacher
Mr. Jose Corrugedo, Teacher
Ms. Patricia Ravinet, Alternate Teacher
Ms. Jacqueline Villalobos, Educational Support
Ms. Estanne Perrier, Alternate Educational Support

Ms. Linda Carmona Sanchez, Parent
Ms. Michelle Skinger, Parent
Mr. Norman Herdocia, Alternate Parent
Ms. Piedad Barros, Business/Community Representative

Involvement of the SAC in the development of the SIP

The purpose of the Brucie Ball Educational Center School Advisory Council (SAC) is to work to ensure improved student, achievement and stakeholder involvement. One of the ways the Council will do this is by preparing and evaluation the School Improvement Plan as required by Section 229.591, F.S., Comprehensive Revision of Florida's System of Schol Improvement and Education Accountability. The SAC reviews and approves the School Improvement Plan, and evaluates it mid year. Upon approval by the SAC, the SIP is submitted for review and acceptance by the District.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) will oversee the development and implementation of the School Improvement Plan (SIP). The SAC will determine the use of allocated funds.

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

Total amount of less than $1,000.00 is expected to be allocated to support student, staff and parent activities, and incentives.

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

n/a

Highly Qualified Staff

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

Administrators

# of administrators
3

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

Administrator Information:

Deborah Wehking		
Principal	Years as Administrator: 11	Years at Current School: 7
Credentials	Masters Degree in Educational Leadership Bachelors Degree in Varying Exceptionalities Certification in Ed Leadership and Varying Exceptionalities	
Performance Record	2013 – School Grade I (school improvement rating) Rdg. Proficiency, NA% Math Proficiency, NA% Rdg. Lrg. Gains, NA points Math Lrg. Gains, NApoints Rdg. Imp. of Lowest 25% NA __ points Math Imp. of Lowest 25% - NApoints Rdg. AMO –NA Math AMO–NA_ 2012 – 2013 – School Grade I (school improvement rating) Rdg. Proficiency, NA% Math Proficiency, NA%	

Alex Sardinas		
Asst Principal	Years as Administrator: 12	Years at Current School: 12
Credentials	Masters in Special Education Bachelors in Mathematics Certified in Ed Leadership, Math 6 – 12, Varying Exceptionalities	
Performance Record	2013 – School Grade I (school improvement rating) Rdg. Proficiency, NA% Math Proficiency, NA% Rdg. Lrg. Gains, NA points Math Lrg. Gains, NApoints Rdg. Imp. of Lowest 25% NA __ points Math Imp. of Lowest 25% - NApoints Rdg. AMO –NA Math AMO–NA_ 2012 – 2013 – School Grade I (school improvement rating) Rdg. Proficiency, NA% Math Proficiency, NA%	

Stephanie Blum		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Masters in Educational Leadership Bachelors Degree in Emotionally Handicapped K-12 Certification in Emotionally Handicapped and Ed. Leadership
Performance Record	2012-2013 Zelda Glazer Middle School: Grade: A 2012-2013 Reading Mastery: 67%, Math Mastery: 61 %, Science Mastery: 57%, Writing Mastery: 54%, Reading Learning Gains: 71%, Math Learning Gains: 69%, Reading Learning Gains Lowest 25%: 72%, Mathematics Learning Gains Lowest 25%: 68%. 2011-2012 Zelda Glazer Middle School: Grade: A Reading Mastery: 67%, Math Mastery: 61%, Science Mastery: 49%, Writing Mastery: 85%, Reading Learning Gains: 71%, Math Learning Gains: 71%, Reading Learning Gains Lowest 25%: 77%, Mathematics Learning Gains Lowest 25%: 68%. 2010-2011 Zelda Glazer Middle School: Grade: A Reading Mastery: 81%, Math Mastery: 76%, Science Mastery: 39%, Writing Mastery: 89%, Reading Learning Gains: 72%, Math Learning Gains:68%, Reading Learning Gains Lowest 25%:68%, Mathematics Learning Gains Lowest 25%: 68%.

Instructional Coaches

of instructional coaches
1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sue Weber		
Full-time / School-based	Years as Coach: 10	Years at Current School: 31
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Masters Degree in Diagnostic Teaching Bachelors Degree in Elementary Education Certified in: Elementary Ed, Emotionally Handicapped, Reading Endorsement ESOL, Endorsement Mentally Handicapped, Physically Impaired,	
Performance Record	2013 – School Grade I (school improvement rating) Rdg. Proficiency, NA% Math Proficiency, NA% Rdg. Lrg. Gains, NA points Math Lrg. Gains, NApoints Rdg. Imp. of Lowest 25% NA __ points Math Imp. of Lowest 25% - NApoints Rdg. AMO –NA Math AMO–NA_ 2012 – 2013 – School Grade I (school improvement rating) Rdg. Proficiency, NA% Math Proficiency, NA% Rdg. Lrg. Gains, NA points Math Lrg. Gains, NApoints Rdg. Imp. of Lowest 25% NA __ points Math Imp. of Lowest 25% - NApoints Rdg. AMO –NA Math AMO–NA_ 2011 School Grade F Rdg. Proficiency, NA% Math Proficiency, NA% Rdg. Lrg. Gains, NA points Math Lrg. Gains, NApoints Rdg. Imp. of Lowest 25% NA __ points Math Imp. of Lowest 25% - NApoints Rdg. AMO –NA Math AMO–NA_	

Classroom Teachers

# of classroom teachers
60

 # receiving effective rating or higher
60, 100%

 # Highly Qualified Teachers
65%

 # certified in-field
, 0%

 # ESOL endorsed
36, 60%

 # reading endorsed
5, 8%

 # with advanced degrees
31, 52%

 # National Board Certified
60, 100%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
2, 3%

 # with 6-14 years of experience
28, 47%

 # with 15 or more years of experience
29, 48%

Education Paraprofessionals

# of paraprofessionals
15

 # Highly Qualified
14, 93%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # 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

In order to recruit and retain highly qalified teachers, the school's administration uses e-Recruit to identify possible highly qualified candidates for open positions. The district and school administrations organize professional development activities to keep instructional staff abreast of current, best practices. At the school level, teachers are praised for a good job as a way of showing appreciation for hard work they do on behalf of MDCPS students. In addition, our district tries to attract and retain qualified teachers by offering competitve salaries.

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

In accordance with the district's Mentoring and Induction of New Teachers (MINT), each first year teacher is assigned a MINT trainined mentor. New and experienced teachers are paired, so that the beginning teacher receives the support needed during the first year to be successful and to maximize student achievement. The mentoring takes place on a weekly basis and opportunities are provided for the new teacher to observe veteran teachers as well as chances for the mentor to visist the new teacher during instruction to provide constructive feedback.

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 will 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. The MTSS/RtI leadership team will hold regular team meetings the first and third Wednesdays of each month where the primary focus will be problem solving.
2. The MTSS/RtI leadership team will monitor and adjust the school’s academic and behavioral goals through data gathering and data analysis. When students enter after the beginning of the school year, their data will be included in the review. 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. The MTSS/RtI leadership team will analyze the RtI data to determine the progress of students towards proficiency and intervention adjustments will be made as needed. Data from the various instructional programs will be analyzed to monitor student progress in order to make adjustments in the rigor of instruction.
4. When students have had a positive response or met proficiency, the rigor of instruction will be modified and adjusted. Enrichment opportunities will be provided. The MTSS/RtI leadership team will monitor the fidelity of the delivery of instruction and intervention using data from instructional programs.
5. The data from all Tiers will be gathered and analyzed data to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment. The MTSS/RtI team will also review data at the end of the school year.
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 will occur during the MTSS Leadership Team meetings held the first and third Wednesdays of each month:
1. The MTSS/RtI leadership team will provide levels of support and interventions to students based on their data. Students not making adequate progress will be provided additional instructional opportunities via differentiated instruction, online intervention programs, and supplemental learning packets or lessons.
2. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by progress monitoring data. The team will review OPM data for intervention groups to evaluate group and individual student response.
3. Support interventions where there is not an overall positive group response
4. Select students (see SST guidelines) for SST Tier 3 intervention
5. The MTSS/RtI team will regularly review data to ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. They will maintain communication with staff for input and feedback, as well as updating them on procedures and progress and will gather ongoing progress monitoring (OPM) and analyze that data using the Tier 2 problem solving process after each OPM.
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to 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.

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

At Brucie Ball Educational Center, almost all students are placed as Students with Disabilities (SWD) before enrollment. The only general education students are those enrolled in the Alternative Telecommunications Program (ATC); usually fewer than 30 students. However, a significant portion of students who are enrolled in the Homebound/Hospitalized Instructional Program (HHIP) do not have any exceptionality other than "Homebound." These students all access the general curriculum. Some of the homebound-only students require evaluation for possible placement in an additional SWD exceptionality. For this reason, MTSS/RtI is useful for homebound students even though they are already placed as SWD (Homebound) students. MTSS/RtI is also useful for ATC students. The school's MTSS/RtI Team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through the process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.
1. MTSS/RtI leadership is vital, therefore, in building our team we have included the following:
• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and a Reading Coach who share the common goal of improving instruction for all students;

and will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
• Team members who will work to build staff support, internal capacity, and sustainability over time.
2. The MTSS/RtI Tier 1 Leadership will include additional personnel as resources to the team, based on specific problems or concerns as warranted. The regular team members are as follows:
• Deborah Wehking, Principal
• Alex Sardinas, Assistant Principal
• Stephanie Blum, Assistant Principal
• Sue Weber, Reading Coach
• Ana Hernandez-Bravo, Program Specialist
• Lisa Nesenman, Guidance Counselor
• Ray Martinez, ATC Department Chairman
• Jackie Stille, ESE Department Chairman
• Ivys Rodriguez, School Social Worker
• Patricia Martin, School Psychologist will be added to the Tier 3 SST Problem Solving Team
• 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 (specify) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
• Selected (specify) members of the Leadership Team such as the School Psychologist, Tier 2 Team, and parent/guardian may make up the Tier 3 SST Problem Solving Team.

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

MTSS/RtI leadership team's role will be to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The MTSS/RtI leadership team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The tream will analyze the school's data, paying special attention to the lowest 25% student population. The MTSS/RtI Leadership Team will identify students who are at risk of failing in the core subjects as a result of academic and/or behavioral issues. The MTSS/RtI team will use a systematic examination of available data from all teachers, and individualized supports for students to focus on deficient benchmarks and provide them with effective learning strategies. The team will also monitor the implementation of the MTSS/RtI program and provide support and/or training to those teachers who require assistance in correctly implementing the interventions. 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

Regular meetings of the MTSS/RtI leadership team will convene to analyze data from formal assessments.
Academic Data Sources are :
• SAT 10, FCAT, EOC and progress reports from online reading assessments (Computer-based Interim Assessments, Compass Learning, Reading Plus, McGraw-Hill Wonders, Jamestown Reading Navigator, Riverdeep, FAIR) and paper-based reading assessments (interim assessments, quarterly tests, results from assessments from core Literature texts); scores from Writing (District Writing Prompts and monthly writing prompts; results from assessments from core math texts, progress reports from online math assessments (Computer-based Interim Assessments, Gizmos, Compass Learning, Pearson Success, Riverdeep) and paper-based math assessments (interim assessments, quarterly assessments), results

from assessments from core science texts, progress reports from online science programs (Gizmos and Quarterly Assessments) and paper-based science assessments (Quarterly Science Assessments).
Students entering the school with a Behavioral Interventional Plan (BIP) will continue to implement the BIP with follow-up feedback from the school psychologist.
Behavior Data Sources are:
• Student Case Management System
• Suspensions/expulsions
• Attendance Records
•FABs and BIPs
• Frequency Monitoring
This 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 allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
1. Managed data will include:
• FCAT
• Baseline benchmark assessment and interim assessments
• Student grades
• Pre and Post Test data from online intervention program(s)
2. Data sources and data management used to summarize data for tier 1 reading, math, science and writing will include:
• 2012 FCAT scores
• Baseline Interim Assessments
• EOC Scores
• SAT 10 scores for grades K-2
• Other formal and informal assessment data from prior schools
3.Data sources and data management used to summarize data for tier 2 reading, math, science and writing will include:
• Data and progress monitoring scores from paper-based and online intervention programs
• Pre and Post test data from paper-based and online intervention programs
• Student grades,
• Baseline and interim assessment scores
• Scores on practice writing prompts
•Scores on EOC practice tests
4.Data sources and data management used to summarize data for tier 3 reading, math, science and writing will include:
• Data and progress monitoring scores from tier 3 supplemental paper-based and online intervention programs
• Scores from Pre and Post Test data from tutoring in paper-based and/or online intervention programs
• Progress Monitoring scores from FAIR (grades K-2)
5.Data sources and data management used to summarize data for tier 1 behavior will include:
• Parent and student Agreement Contract
• ATC Policies and Procedures Contract
• Conduct and Attendance Record
6. Data sources and data management used to summarize data for tier 2 behavior will include:
• Behavior Intervention Plan (BIP)
• Functional Assessment of Behavior (FAB)
• Individual Behavior Contract
• Positive Reinforcement Chart and Point System
• Attendance and truancy records
• Conduct grades
• Truancy Meetings

7. Data sources and data management used to summarize data for tier 3 behavior will include:
• Referral to School Psychologist
• Psychological and/or Behavioral Testing
• Truancy Meetings
•Conferences with administration, teachers, students and parents

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

The school will participate in the MTSS district professional development which consists of:
1.Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2.MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3.Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.
4.Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
5.Alignment of policies and procedures across classroom, grade, building, district, and state levels. PLC meetings will help build this capacity.
6. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
7.Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
8.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.
9.Sufficient availability of coaching supports to assist school team and staff problem- solving efforts.
10. Ongoing data-driven professional development activities that align to core student goals and staff needs.
11. Communicating outcomes with stakeholders and celebrating success frequently.
12. Facilitate professional development in the basic principles and procedures using Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (MTSS/RtI)
13. Understanding of problem solving and procedures of the Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention and the implementation of the intervention programs with fidelity. This will be monitored by the administrative team by administrative visits to the homebound/hospitalized environment.

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: 4,080

A subject area certified teacher will provide small group tutoring via the teleconferencing bridge. Data driven will be focused on skills students need to pas the subject area End of Course Assessments (EOC).

Strategy Purpose(s)

- Instruction in core academic subjects

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

The data comes from EOC scores, as well as Baseline and Interim Assessment Data

Who is responsible for monitoring implementation of this strategy?

The school's leadership team will monitor the implementation of math and science tutoring.

Literacy Leadership Team (LLT)

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

Name	Title
Ms. Deborah Wehking	Principal
Ms. Stephanie Blum	Assistant Principal
Mr. Alex Sardinas	Assistant Principal
Ms. Sue Weber	Reading Coach/Test Chairperson
Ms. Jackie Stille	Department Chairperson
Ms. Maude Weiss	Teacher
Dr. Scott Meyers	Teacher
Mrs. Pamela Smith	Teacher

How the school-based LLT functions

A key factor to an individual school’s success is the building leadership. The principal sets the tone as the school’s instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:
The purpose of the Literacy Leadership Team (LLT) is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month. The LLT will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text

and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.
The principal, as the instructional leader of the school, supports literacy instruction and will promote membership on the Literacy Leadership Team by:
• will hold meetings the first Friday of every month;
• will provide adequate notice of meetings;
• will provide time/coverage (if needed) to attend meetings;
• will offer professional growth opportunities such as PLCs.
The team will meet monthly throughout the school year. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. During visitations, the District team will review the minutes from LLT meetings and have a dialogue with the principal regarding the meetings. The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by modeling teaching strategies, conferencing with teachers and administrators; and providing professional development. The reading coach will assist teachers to access electronic sources of performance data on their current students through the teacher portal, EduSoft web-based assessment platform, Progress Monitoring and Reporting Network (PMRN) when appropriate, and Student Performance Indicators (SPI). The principal and the reading coach will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses for priorities for professional development and determine intervention and support needs of students to guide instructional adjustments.

Major initiatives of the LLT

The major initiative of the LLT this year will be to build capacity of literacy instruction within the school across the content areas and the primary focus will be the transition to Common Core State Standards in the areas of literacy across the content areas. The LLT will also focus on strategies to improve areas of instruction to enhance the standards and benchmarks the data revealed students' weaknesses. The team will support students' efforts and content area teachers will be trained to use and to teach reading strategies that are effective for their subject areas. The reading coach will model lessons to demonstrate the infusion of reading in the content areas.
The LLT will focus on initiatives to ensure fidelity in the use of core, supplemental, and intervention reading programs, given the limitations resulting from the highly restrictive setting of homebound students. The LLT will determine strategies and professional development needs to provide teachers the support and resources to assist with transition of Common Core Standards for grades K-five and with the Next Generation Sunshine State Standards (NGSSS) in the secondary grades. The LLT will use research-based instructional materials and strategies to provide reading instruction across the curriculum, provide training to promote reading instruction in all of the content areas, identify students in need of iii intervention and place those students in intervention programs, as well as provide tutoring for these students, identify and implement technology resources for students to promote literacy and extend instructional time, proper placement of students in appropriate intensive reading classes, and promote effective strategies for literacy in writing. The principal and Reading Coach will monitor collection and utilization of assessment data, including progress monitoring data, District Interim Assessment data, observational data, and in-program assessment data. The principal and the reading coach will consider student assessment data, classroom observational data, the professional development listed on the

teachers' IPEGS Goal Setting form, and the School Improvement Plan, when planning professional development for the school.

Every Teacher Contributes to Reading Instruction

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

The Literacy Leadership Team will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. The reading coach will model research-based strategies (for critical reading of complex text) such as how to facilitate a Close Read and use Fix-Up Strategies to enhance reading comprehension across the content areas.

Preschool Transition

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

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

Brucie Ball Educational Center will administer the state-wide kindergarten screening tool called the Florida Kindergarden Readiness Screener (FLKRS) to determine the readiness of each child coming into kindergarten. Data from the screening, including the Early Childhood Observation System (ECHOS), will assist teachers in planning for instruction. Strategies will be implemented to involve parents to assist their children be more prepared for learning. Parents will be given the Parent Guide to the Common Core State Standards for Elementary School Students to help their children learn outside of the school day. An open house will be held for parents to attend where parent resources will be offered.

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

Teachers will include tasks and assignments that have a career focus. Teacher’s instruction will use an integrated approach to learning that makes a connection for students to see between what they are learning and how they will be able use that information outside of the school. Teachers and community members combine their experiences and expertise to ensure that students are prepared for the workplace they eventually will be entering, making the learning experience valuable to all participants. Instructional methods for this integrated curriculum often include "applied teaching methods and modeling strategies" so that learning is "more contextualized, more integrated or interdisciplinary, student-centered, active, and project based".Teachers increase their knowledge of workplace practice and authentic applications of their subjects, to create high-quality integrated curricula that combine academic and vocational skills, to adopt teaching roles that support authentic learning, and to develop alternative assessments that provide meaningful feedback.
The foundation of all efforts to improve high school students' transition to postsecondary education and/or careers is an applied and integrated curriculum that connects academic and vocational learning. This curriculum concept, supported by appropriate instruction and assessment, is designed to raise students' academic and vocational skills. It enables students to succeed either in securing higher paying and satisfying employment after high school or in having a general career focus when continuing their education in college or technical school. An applied and integrated curriculum embodies what research shows about meaningful, engaged learning. Students acquire a broader, more in-depth understanding of

academic material and apply what they learn to real-life situations, better preparing them to succeed in whatever endeavor they choose after high school.

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

All secondary students complete an annual post-secondary transition check list. In addition, an individual education plan (IEP) meeting takes place for each homebound student when he/she enrolls in Brucie Ball Educational Center. Transition planning begins at age 14 for Brucie Ball Educational Center students as part of the development of their initial and annual IEPs. In this transition plan, the student provides input on future goals including career, educational and personal goals. The intake specialist goes over this plan, as well as the student's schedule of classes, keeping in mind their chosen academic and career track. Electives are based on the school's course offerings as well as the student's interests. Transition meetings are also held with each graduating student specifically to assist them to prepare for post-secondary endeavors by providing them with information on two- and four- year colleges, universities, vocational and career schools and facilitating access to state vocational rehabilitation services when applicable.
Supporting Secondary School Reform, the Articulation, Transition, and Orientation board rule is in place to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. Teachers implement lessons which focus on improving personal effectiveness, planning life after high school, surviving after high school and succeeding in post-secondary academic institutions.

Strategies for improving student readiness for the public postsecondary level

Each senior preparing for graduation is invited to participate in a transition IEP facilitated by a District Transition Specialist. When appropriate, a representative from the Florida Office of Vocational Rehabilitation attends. The purpose of these individual meetings is to assist the student and his/her family to develop a post-secondary plan. When appropriate, connection with a vocational school, college or university is facilitated. Financial assistance from Vocational Rehabilitation and/or use of the FAFSA form to begin the process of seeking financial assistance is facilitated. All seniors must complete an online Senior Exit Survey.
Students who are considering enrollment at Miami-Dade College receive information regarding the availability of practice tests to prepare for the CPT.

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	40%	16%	No	46%
American Indian				
Asian				
Black/African American	41%	7%	No	47%
Hispanic	40%	18%	No	46%
White				
English language learners	32%	23%	No	39%
Students with disabilities	40%	15%	No	46%
Economically disadvantaged	43%	10%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	24%	28%
Students scoring at or above Achievement Level 4	42	24%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		15%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	*[data excluded for privacy reasons]*		0%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		0%

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)	17	45%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	28%	35%

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.			10%

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	19	31%	38%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		32%

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	30%	13%	No	37%
American Indian		0%		
Asian		0%		
Black/African American	30%	17%	No	37%
Hispanic	29%	12%	No	36%
White		13%		
English language learners	25%	25%	No	33%
Students with disabilities	29%	13%	No	36%
Economically disadvantaged	31%	6%	No	38%

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]*		24%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		13%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		13%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		11%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	*[data excluded for privacy reasons]*		0%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		0%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	*[data excluded for privacy reasons]*		100%
Middle school performance on high school EOC and industry certifications	*[data excluded for privacy reasons]*		100%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	30%	13%	No	37%
American Indian				
Asian				
Black/African American	30%	17%	No	37%
Hispanic	29%	12%	No	36%
White		13%		
English language learners	25%	25%	Yes	33%
Students with disabilities	29%	13%	No	36%
Economically disadvantaged	31%	6%	No	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		13%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		11%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	*[data excluded for privacy reasons]*		0%
Students in lowest 25% making learning gains (EOC)	*[data excluded for privacy reasons]*		0%

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.			10%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	26%	31%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		7%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	22%	27%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

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]*		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]*		6%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

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]*		26%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		6%

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	*[data excluded for privacy reasons]*		0%

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		11%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		27%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	37%	41%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		5%

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)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

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

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	227	38%	37%
Students retained, pursuant to s. 1008.25, F.S.	6	6%	5%
Students who are not proficient in reading by third grade	5	36%	32%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	40	7%	6%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	227	38%	37%
Students who fail a mathematics course	18	18%	17%
Students who fail an English Language Arts course	18	18%	17%
Students who fail two or more courses in any subject	20	20%	19%
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.	40	7%	6%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	227	38%	37%
Students in ninth grade with one or more absences within the first 20 days	6	7%	9%
Students in ninth grade who fail two or more courses in any subject	16	27%	26%
Students with grade point average less than 2.0	53	21%	20%
Students who fail to progress on-time to tenth grade	6	12%	11%
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.	40	7%	6%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	22	7%	5%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	2	4%	6%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	2%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	7	10%	12%

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

During the 2012-2013 school year, parent participation in school wide activities was 13%. Our goal for the 2013-2014 school year is to increase parent participation by 5 percentage points. Create school-wide activities that can be conducted via teleclass so parents can participate from home, without having to leave their sick children at home and travel great distances to get to the school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents that are unable to attend open house or school wide activities will be offered participation through teleclass conferencing bridges through teleclass. Flyers and brochures will be sent home and connect ed. will be used to keep parents informed	15	13%	21%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. In 2013, 16% of our students scored 3 or higher on FCAT or 4 or higher on the (Florida Alternate Assessment) FAA. In 2014, our target goal is to increase this score by 30% points to 46% of students to score 3 or above on FCAT or 4 or above on the FAA.

G2. The reading goal for Postsecondary Readiness is to increase the reading target score by 10% points on the 2014 Post Secondary Readiness Test (P.E.R.T.) Students will improve their reading/writing competencies needed for college success.

G3. Results of the 2013 FCAT Writing (gr 4& 8) indicated that 31% of students scored a Level 3.5-6.0. This year's goal is to increase our target score by 7 % to 38%. Our FAA goal is to improve levels 4 & up by 8% points to 32%.

G4. Results of the 2013 FCAT Writing for grade 10 indicate that 31% of students scored a Level 3.5-6.0. Our goal for 2014 is to increase this by 7 % points to 38 %. Our FAA goal in 2014 is to improve students scoring 4 and above by at least 8% to 32%.

G5. In 2013, 24% of our students scored 3 or higher on FCAT or Math EOCs, or 4 or higher on the Florida Alternate Assessment (FAA). In 2014, our target goal is for 28% of these students to score 3 or above on the FCAT, EOC, or 4 or above on the FAA.

G6. Although we did not have data for middle school acceleration (NA) as only two students took EOC exams, our goal is to maintain our current proficiency level of 100% proficiency. Both students scored levels 4 or 5 on the Algebra and Geometry EOC exams.

G7. Results of the 2012-2013 school year for students taking the Algebra 1 EOC scoring achievement level 3 was 26% with a 2014 goal to increase 5% points to 31% and students scoring levels 4 & above was 5% with a 2014 goal to increase by 2 % points to 7%.

G8. Results of the 2012-2013 Geometry End of Course Exam was: 22% scoring achievement level 3, with a 2014 target goal of 5 more points to 27% s and 8% scoring achievement levels 4-5 with a 2014 target goal of 2 more points to 10% scoring this level.

G9. The overall mathematics goal for Postsecondary Math Readiness is to increase the target score in mathematics by 10% points on the 2014 Post Secondary Readiness Test (P.E.R.T.) Students will improve their math competencies needed for college success.

G10. On the 2013 Science FAA, 8% of 5th graders scored levels 7-9. Our goal for 2014 FAA is to attain 6% scoring at levels 4-6 and 10% of students scoring at levels 7 and up.

G11. Students in grade 8 taking the FCAT Science and/or the Florida Alternate Assessment Science (no data for gr.8) will improve their overall target scores by 4 percentage points of 2014 FCAT Science and/or 2014 Florida Alternate Assessment Science.

G12. Grade 11 students taking the Florida Alternate Assessment (FAA) will increase their target score for students scoring levels 4-6 by 5% points and those scoring 7-9 will increase 2 % points on the 2014 FAA.

G13. Students taking the 2014 End of Course Biology Assessment scoring at level 3 will increase by 4% points from 37% to 41%. Students scoring levels 4-5 will increase 1% from 4% to 5%. Partial scores were reported due to late score reporting.

G14. Our goal is for at least 70% of our students to score proficient on the 2014 Civics End of Course Exam. There is no prior data as this is the first year our school will be administering the Civics EOC.

G15. Due to late paper score reporting, no 2013 data was available. Analysis of our late score report indicated 31% of our students scored a level 3 on the US History EOC . Our 2014 goal is to increase our proficiency level by 10 percentage points.

G16. Based on the analysis of the 2013 school data, the area in need of STEM improvement is the participation of the students in individual Science projects.

G17. Our school does not offer a Career and Technical Education Program, but incorporates CTE skills into other classes. Students will be exposed to various careers and the skills needed for those careers through the instructional setting in these classes.

G18. We will improve academic achievement by lowering the percent of students that miss 10% or more of instructional time from 38% to 37% and improve disciplinary incidents by decreasing suspensions due to behavioral referrals from 7% to 6%.

G19. Recognizing that academic growth is related to student attendance and behavior, we will decrease the number of students who miss 10% of instructional time to 37% and the number of students with referrals that lead to suspensions to 6%.

G20. During the 2012-2013 school year, parent participation in school wide activities was 13%. Our goal for the 2013-14 school year is to increase parent participation by 5 percent to 18%.

Goals Detail

G1. In 2013, 16% of our students scored 3 or higher on FCAT or 4 or higher on the (Florida Alternate Assessment) FAA. In 2014, our target goal is to increase this score by 30% points to 46% of students to score 3 or above on FCAT or 4 or above on the FAA.

Targets Supported

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

Resources Available to Support the Goal

- McGraw-Hill Wonders Reading Series, McDougal Littell Literature Series, Interim Assessments, teacher developed assessments, Computer Assisted Programs:Odyssey/Compass Learning Odyssey, Reading Plus, Jamestown Navigator, lap top computers with air cards, Riverdeep, Common Core Exemplar Lessons as found in the Pacing Guides and strategies, and resources for FCAT and Common Core Reading Strategies found on the website for Language Arts/ Reading.
- State adopted core curriculum text books with online components and supplemental online and software based reading intervention programs.

Targeted Barriers to Achieving the Goal

- The area of deficiency for the subgroups not making AMO is as follows: Black/African American subgroup of students , as noted on the administration of the 2013 FCAT 2.0 Reading administration, was in Reporting Category 2 , Reading Application. The Black/African American subgroup did not meet their AMO target (scored 7%) and will increase their AMO Reading Target score by 40 percentage points as demonstrated on the 2014 Reading FCAT. The English Language Learners (ELL) subgroup did not meet their AMO Target (scored 23%) and will increase their target score by 16 percentage points (to 39%) on the 2014 Reading FCAT. The Hispanic students did not make their AMO Target score (scored 18%) as noted on the administration of the 2013 FCAT Reading administration and will increase their target score on the 2014 Reading FCAT by 28 percentage points (to 46%). As noted on the administration of the 2013 FCAT administration of the Reading Test, the Students With Disabilities did not make their AMO Reading Target (scored 15&) and will increase their target score by 31 percentage points (to 46%) on the 2014 FCAT Reading. As noted on the administration of the 2013 FCAT Reading Test, the Economically Disadvantaged subgroup did not make satisfactory progress (scored 10%) nor meet their AMO Reading Targets. These students will increase their Reading Target Score by 39 percentage points (to 49%) on the 2014 FCAT Reading Test.
- The area of deficiency for students scoring achievement level 3, as noted on the 2013 administration of the FCAT 2.0 Reading, was Reporting Category 4- Informational Text/ Research Process. Data from the 2013 FCAT Reading indicated 24% of our students were level 3 in reading and our goal it to increase this by 4 percentage points to 28% on the 2014 FCAT Reading.
- The area of deficiency for students scoring level 4 and above, as noted on the administration of the 2013 FCAT 2.0 Reading administration, was Reporting Category 3, Literary Analysis-Fiction/ Nonfiction. These students have limited exposure to literary elements and figurative language. Data from the 2013 FCAT Reading indicated that 24% of our students were at achievement level 4 or above and our goal for the 2014 FCAT Reading is to increase this by 2 percentage points to 26%.
- The area of deficiency as noted on the 2013 Florida Alternate Assessment (FAA)administration for students scoring at level 4, 5, and 6 was the Content Standard: Reading Process, Comprehension. Data indicated these students scored 10% on the 2013 FAA Reading and our goal is to increase this score by 5 percentage points to 15% on the 2014 FAA.

- The area of deficiency as noted on the 2013 Florida Alternate Assessment for students scoring at or above level 7 was content standard Literary Analysis. The data on the 2013 FAA indicated an actual score of 8% and our goal for the 2014 FAA is to increase this score by 2 percentage points to our target score of 10%.
- The area of deficiency for Students making Learning Gains, as noted on the 2013 administration of the 2013 FCAT 2.0 Reading administration, was Reporting Category 3, Literary Analysis-Fiction/Nonfiction. No data was available for on school in this category (NA), but our goal will be to continue to increase our percentage in this subgroup from our prior year's figure increasing the percentage for 82% to 87% making learning gains as indicated on the 2014 FCAT Reading.
- On the 2013 administration of the 2013 FCAT 2.0 Reading administration, students in the lowest 25% demonstrated difficulty with the Reporting Category Vocabulary. No data was available for this group, as NA was listed, however we will still identify our lowest 25% target group and and set a goal of 10% increase our target and decrease the number of students in the lowest 25%.
- Data from the 2013 Florida Comprehensive English Language Learning Assessment (CELLA) in listening and speaking indicated students scored 45% and our goal to increase this score by 6 percentage points to meet our target score of 51% on the 2014 CELLA. The sub scores in Listening /Speaking indicated that the greatest area of deficiency was the student’s ability to understand extended listening passages.
- Data from the 2013 administration of the Florida Comprehensive English Language Learning Assessment (CELLA) Reading indicated students scores were 28% and our goal is to increase this score by 7 percentage points to our target score of 35% on the 2014 CELLA. Reading was the area that demonstrated the greatest deficiency on all CELLA sub-tests.
- Data from the 2013 administration of the Florida Comprehensive English Language Learning Assessment (CELLA) Writing, indicated that Writing and was the second greatest area of weakness for English Language Learners. Data from the 2013 CELLA indicated a score of 28% and our goal is to increase this score by 7 percentage points to our target score of 35% on the 2014 CELLA.

Plan to Monitor Progress Toward the Goal

Using the FCIM process, progress and proficiency or mastery of benchmarks related to FCAT 2.0 Reading test, and the Florida Alternate Assessment Reading.

Person or Persons Responsible

District Personnel, MTSS/RtI and Leadership Teams.

Target Dates or Schedule:

Quarterly/Annually

Evidence of Completion:

Data from formal, district and state assessments (2014 FCAT Reading, 2014 FAA Reading, 2014 CELLA)

G2. The reading goal for Postsecondary Readiness is to increase the reading target score by 10% points on the 2014 Post Secondary Readiness Test (P.E.R.T.) Students will improve their reading/writing competencies needed for college success.

Targets Supported

Resources Available to Support the Goal

- McDougal Littell 12 grade Literature text, College Reading resource packets from the Learning Village on Class Zone, ACT and SAT preparation materials and strategies, Writing Handbook, Grammar Handbook, Vocabulary and Spelling Handbook, Speaking and Listening Handbook, and writing workshop

Targeted Barriers to Achieving the Goal

- The percentage of college ready students in reading demonstrates a deficiency as noted on the 2013 administration of the Post Secondary Education Readiness Test (P.E.R.T.). These students need additional exposure to discerning the most important ideas, events, or information, and summarize them accurately and concisely. These students also need additional practice determining word meanings and phrases in context, including connotative meanings and figurative language, determining facts/opinions, and author's purpose/point of view.

Plan to Monitor Progress Toward the Goal

Using the FCIM process, progress and proficiency or mastery of benchmarks related to the PERT Reading test

Person or Persons Responsible

District Personnel, MTSS/RtI and Leadership Teams

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data from formal, district and state assessments (PERT)

G3. Results of the 2013 FCAT Writing (gr 4& 8) indicated that 31% of students scored a Level 3.5-6.0. This year's goal is to increase our target score by 7 % to 38%. Our FAA goal is to improve levels 4 & up by 8% points to 32%.

Targets Supported

- Writing

Resources Available to Support the Goal

- McGraw Hill Wonders Reading,Writing Workshop books, McDougal Littell literatuture Series, Writing prompts with anchor papers and rubrics, Write Smart, Activities and lessons on Class Zone on the Learning Village.

Targeted Barriers to Achieving the Goal

- As demonstrated on the 2013 FCAT Writing, 31% of our students were proficient (levels 3.5-6).They need to improve their overall proficiency score by 7 percentage points to 38%. Students need additional practice with support, planning, organizational patterns, sentence variety, as well as proper conventions and they often have difficulty writing with voice and avoiding formulaic style writing.
- As indicated on the 2013 FAA, 24% of our students were proficient on the FAA Writing test. Our goal is to improve that percentage by 8 percentage points to 32%. Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.

Plan to Monitor Progress Toward the Goal

Using the FCIM process, progress and proficiency or mastery of benchmarks related to FCAT Writing Test.

Person or Persons Responsible

District Personnel, MTSS/RtI and Leadership Teams

Target Dates or Schedule:

Quarterly/Annually

Evidence of Completion:

Data from formal, district and state assessments (2014 FAA)

G4. Results of the 2013 FCAT Writing for grade 10 indicate that 31% of students scored a Level 3.5-6.0. Our goal for 2014 is to increase this by 7 % points to 38 %. Our FAA goal in 2014 is to improve students scoring 4 and above by at least 8% to 32%.

Targets Supported

- Writing

Resources Available to Support the Goal

- McDougal Littell Literature Series, Writing Prompts and anchor papers, Activities on Class Zone, Learning Village, Activities listed on the Division of Language Arts website.

Targeted Barriers to Achieving the Goal

- As demonstrated on the 2013 FCAT Writing, 31% of our students were proficient (levels 3.5-6).m Our goal is to improve this overall score by 7 percentage points to 38%. Students who are proficient in writing still need additional practice with support, planning, organizational patterns, sentence variety, as well as proper conventions and they often have difficulty writing with voice and avoiding formulaic style writing.
- As indicated on the 2013 FAA, 24% of our students scored levels 4-9 on the FAA Writing test. Our goal is to improve this amount by 8 percentage points to 32%. Due to the students' disabilities, a variety of communication methods are needed for students to access their education and the access points. These students need successful experience using strategies such as dictating responses and accessing more assistive technology.

Plan to Monitor Progress Toward the Goal

Using the FCIM process, progress and proficiency or mastery of benchmarks related to FAA Writing test.

Person or Persons Responsible

District Personnel, MTSS/RtI and Leadership Teams

Target Dates or Schedule:

Quarterly/Annually

Evidence of Completion:

Data from formal, district and state assessments (2014 FAA)

G5. In 2013, 24% of our students scored 3 or higher on FCAT or Math EOCs, or 4 or higher on the Florida Alternate Assessment (FAA). In 2014, our target goal is for 28% of these students to score 3 or above on the FCAT, EOC, or 4 or above on the FAA.

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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA)

Resources Available to Support the Goal

- Houghton Mifflin Harcourt Go Math Florida Series, Prentice Hall/Pearson Algebra I Honors Florida, Key Curriculum Press Discovering Geometry, Kahn Academy, Riverdeep., FCAT Explorer, Compass/Odyssey Learning, i-Ready, YouTube.com, Common Core Lessons and strategies found in the Pacing Guides and on the website of The Division of Mathematics.

Targeted Barriers to Achieving the Goal

- The Hispanic subgroup will improve their target score by 24 percentage points from 12% to 36% scoring level 3 or above. Their least proficient area was Reporting Category 1: Number Operations, Relationships, Problems, and Statistics. The Black/African American students will improve their target score from 17% to 37%, a 20 percentage point increase. Their least proficient area was Reporting Category 3: Geometry and Measurement. The Students with Disabilities will improve their target score from 13% to 36%. Their least proficient area was Reporting Category 2: Fractions, Expressions & Equations. The Economically Disadvantaged will improve their target score from 6% to 38%. Their least proficient area was Reporting Category 3: Geometry & Measurement. The English Language Learners will improve their score from 25% to 33%. Their least proficient area was Reporting Category 1: Number Operations, Relationships, Problems, and Statistics.
- Elementary/Middle School Students scoring at Achievement Level 3 will improve their target score from 11% to 24%. Their least proficient area was Reporting Category 3: Geometry and Measurement.
- Elementary/Middle School Students students scoring at achievement Level 4 or above will improve their target score from 8% to 13%. Their least proficient areas were Numbers/Fractions (elementary) and Expressions & Equations (middle school).
- Florida Alternate Assessment (FAA) for Elementary and Secondary Mathematics students scoring at levels 4, 5, and 6 will improve their target score from 8% to 13%. Their least proficient area was Number Operations.
- Florida Alternate Assessment (FAA) for Elementary and Secondary Mathematics students scoring at level 7 will improve their target score 9% to 11%. Their areas of least proficiency were using physical models, diagrams, tables, and graphs, identifying shapes and distinguishing angles, measurement, and comparing and categorizing data and numbers.
- Students Making Learning Gains sub-group will improve their target score by 4%. Note: No data was available for percent making learning gains sub-group. Their area of least proficiency were Operations, Problems, Ratios, Fractions, Base Ten, Operations, Problems and Statistics.
- Students in the lowest 25% sub-group will improve their target score by 5%. Note: No data was available for percent in this subgroup. Their areas of least proficiency were Number Sense Operations, Problems & Statistics for elementary students and Geometry and Measurement for middle school students.
- Middle School Acceleration for middle school students had NA listed for data, but our school had middle school students taking EOC exam. Due to late score reporting from paper-based testing,

the results from this group of students was hand-calculated. Data indicated the 2 middle school students who took EOCs, one in algebra and one in geometry, both scored in the level 4 and level 5 range (100% proficiency). Our goal to to maintain this current level of proficiency for upcoming middle school students on the accelerated track.

Plan to Monitor Progress Toward the Goal

Progress, proficiency or mastery of benchmarks related to FCAT 2.0 Mathematics test, the End of Course Mathematics Exams, and the Florida Alternate Assessment Mathematics.

Person or Persons Responsible

District Personnel, The MTSS/RtI and Leadership Team

Target Dates or Schedule:

Quarterly/Annually

Evidence of Completion:

Data from formal, district and state assessments.

G6. Although we did not have data for middle school acceleration (NA) as only two students took EOC exams, our goal is to maintain our current proficiency level of 100% proficiency. Both students scored levels 4 or 5 on the Algebra and Geometry EOC exams.

Targets Supported

- Math (Middle School Acceleration)

Resources Available to Support the Goal

- Prentice Hall/Pearson Algebra 1 Honors Florida, Key Curriculum Press Geometry, Kahn Academy, Riverdeep

Targeted Barriers to Achieving the Goal

- We had a minimal amount of students taking middle school acceleration classes (two), as our students often have medical conditions which may limit opportunities for academic acceleration. Our students come from their home schools and their schedules are dependent upon their prior academic achievements.

Plan to Monitor Progress Toward the Goal

Following the FCIM, review of data from formal and informal assessments such as: interim assessments, quizzes, tests, District/State assessments, student work samples, and progress monitoring reports from online programs, student work products). More students will be enrolling in middle school acceleration classes and those students will be demonstrating acquired skills in Algebra or Geometry as demonstrated by the data from assessments.

Person or Persons Responsible

District Personnel, The MTSS/RtI and Leadership Team

Target Dates or Schedule:

Quarterly/Annually

Evidence of Completion:

Data from formal, district and state assessments.

G7. Results of the 2012-2013 school year for students taking the Algebra 1 EOC scoring achievement level 3 was 26% with a 2014 goal to increase 5% points to 31% and students scoring levels 4 & above was 5% with a 2014 goal to increase by 2 % points to 7%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Prentice Hall/Pearson Algebra 1 Honors Florida, Kahn Academy, Riverdeep, YouTube.com, activities from the pacing guides.

Targeted Barriers to Achieving the Goal

- Students scoring level 3 on the Algebra EOC were least proficient in Reporting Category 2: Polynomials. These students need additional practice in solving real-world problems involving relations and functions. Data from the 2012-2013 school year for these students indicated that 26% scored a level 3. Our school needs to increase this by 5 percentage points from 26% to 31%. Due to late score reporting as a result of paper testing, these figures are not reflecting the majority of our EOC Algebra 1 students.
- Students scoring level 4 and above on the Algebra EOC were least proficient in Reporting Category 3, Rationals, Radicals, Quadratics, & Discrete Mathematics. Data from the 2012-2013 school year for students taking the Algebra 1 End of Course Assessment scoring level 4 and above indicates that 5% of our students scored at this level. Our goal is to increase the target score by 2 percentage points to 7% proficiency. Due to late score reporting as a result of paper testing, these figures are not reflecting the majority of our EOC Algebra 1 students

Plan to Monitor Progress Toward the Goal

Following the FCIM, interim assessment data reports on target benchmarks, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

District Personnel, The MTSS/RtI and Leadership Team

Target Dates or Schedule:

Quarterly/Annually

Evidence of Completion:

Data from formal, district and state assessments.

G8. Results of the 2012-2013 Geometry End of Course Exam was: 22% scoring achievement level 3, with a 2014 target goal of 5 more points to 27% s and 8% scoring achievement levels 4-5 with a 2014 target goal of 2 more points to 10% scoring this level.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Curriculum Press Discovering Geometry, Kahn Academy, Riverdeep, lessons from the pacing guides, and YouTube.com.

Targeted Barriers to Achieving the Goal

- Results of the 2012-2013 school year indicated that students scoring level 3 on the 2012-2013 Geometry End of Course Assessment was 22%. Our goal for the 2013-2014 school year it to increase this amount by 5 percentage points to 27%. These students were least proficient in Reporting Category 2: Three-Dimensional Geometry. These students need more exposure to using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving solids and justifying and applying formulas to determine surface area, lateral area, and volume of solids. Due to late score reporting as a result of paper testing, these figures are not reflecting the majority of our EOC Geometry students
- Results of the 2012-2013 school year indicated that students scoring level 4 and above on the 2012-2013 Geometry End of Course Assessment was 8% and our goal for the 2013-2014 school year it to increase this amount by 2 percentage points to 10%. These students demonstrated least proficiency in Reporting Category 3: Trigonometry and Discrete Mathematics. These students need more practice in deriving formulas for perimeter and/or area of polygons, solving real-world problems using measures of circumference, arc length, and areas of circles and sectors, applying the inequality theorems. Due to late score reporting as a result of paper testing, these figures are not reflecting the majority of our EOC Geometry students

Plan to Monitor Progress Toward the Goal

Progress, proficiency or mastery of benchmarks related to FCAT 2.0 Mathematics test, the End of Course Mathematics Exams, and the Florida Alternate Assessment Mathematics.

Person or Persons Responsible

District Personnel, The MTSS/RtI and Leadership Team

Target Dates or Schedule:

Quarterly/Annually

Evidence of Completion:

Data from formal, district and state assessments.

G9. The overall mathematics goal for Postsecondary Math Readiness is to increase the target score in mathematics by 10% points on the 2014 Post Secondary Readiness Test (P.E.R.T.) Students will improve their math competencies needed for college success.

Targets Supported

- Math (High School Postsecondary Readiness)

Resources Available to Support the Goal

- College Reading resource packets from the Learning Village on Class Zone, ACT and SAT preparation materials and strategies, Prentice Hall Core Algebra 1 & 2 textbooks, Core Geometry textbook, Thinking Mathematics, Core Plus Mathematics textbooks.

Targeted Barriers to Achieving the Goal

- Data was not available on the OSI website, but the majority of students taking the PERT at Brucie Ball Ed. Center did not pass the P.E.R.T. Mathematics Test. Students need additional practice solving problems and equations, number systems extended from whole numbers to the set of all integers (positive, negative, and zero), from integers to rational numbers, and from rational numbers (rational and irrational numbers), know when and how to apply standard algorithms or concepts, and perform them flexibly, accurately and efficiently. Our students need more instructional time to explain and apply basic number theory concepts

Plan to Monitor Progress Toward the Goal

Progress, proficiency or mastery of PERT Test.

Person or Persons Responsible

District Personnel, The MTSS/RtI and Leadership Team

Target Dates or Schedule:

Quarterly/Annually

Evidence of Completion:

Data from formal assessment PERT test results.

G10. On the 2013 Science FAA, 8% of 5th graders scored levels 7-9. Our goal for 2014 FAA is to attain 6% scoring at levels 4-6 and 10% of students scoring at levels 7 and up.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Scott Foresman Science Series, Odyssey/Compass Learning, Riverdeep, Lessons From Pacing Guides, Unique Learning skills

Targeted Barriers to Achieving the Goal

- FAA students scoring levels 4-6 have difficulty observing and creating a visual representation of an object which includes its major features. Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.
- FAA students scoring levels 7 and up in science have difficulty observing and creating a visual representation of an object which includes its major features. Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.

Plan to Monitor Progress Toward the Goal

Following the FCIM, review of data from formal and informal assessments such as: quizzes, tests, student work samples, and progress monitoring reports from online programs, student work products, and data from unique learning, will show that students are mastering access points for Science.

Person or Persons Responsible

Teachers, the MTSS/RtI and Leadership Team, school and district administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formal and informal assessment data from district and state assessments.

G11. Students in grade 8 taking the FCAT Science and/or the Florida Alternate Assessment Science (no data for gr.8) will improve their overall target scores by 4 percentage points of 2014 FCAT Science and/or 2014 Florida Alternate Assessment Science.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Pearson Florida Interactive Science Series, Gizmos, Odyssey/Compass Learning, Riverdeep

Targeted Barriers to Achieving the Goal

- Data from the 2013 Grade 8 FCAT Science indicated 21% scored at level 3. The target goal is to increase that by 5% points to 26%. The area of least proficiency for students in grade 8 scoring achievement level 3 is Reporting Category 1: Nature of Science.
- Data on the 2013 FCAT Science, Grade 8, indicated 47% scored at level 4 or above. The target goal is to increase that by 2% points to 49%. The area of least proficiency for students in grade 8 scoring Level 4 or above is Reporting Category 2: Earth & Space Science.

Plan to Monitor Progress Toward the Goal

Following FCIM, review of data from formal/informal assessments such as quizzes, tests and student work samples, will show students demonstrating mastery of scientific thinking skills and inquiry based learning.

Person or Persons Responsible

Teachers, MTSS/RtI and Leadership Team, and District personnel

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formal and informal assessment data such as: interim assessments, quizzes, tests, progress monitoring reports from online learning programs, student work samples, District and State assessment data. Summative 2014 Florida Alternate Assessment

G12. Grade 11 students taking the Florida Alternate Assessment (FAA) will increase their target score for students scoring levels 4-6 by 5% points and those scoring 7-9 will increase 2 % points on the 2014 FAA.

Targets Supported

- Science
- Science - High School

Resources Available to Support the Goal

- Unique Learning Modules, AGS Science Series, Fearon Publishers Science Series, Riverdeep, Odyssey/Compass Learning.

Targeted Barriers to Achieving the Goal

- All eleventh grade students taking the Florida Alternate Assessment Science (FAA) scoring at Levels 4,5,6 will improve their target score by 5 percentage points, from 6% to 11%. These students are least proficient in the areas of observing and creating a visual representation of an object, which includes its major features and describing scientific phenomena using appropriate terminology, especially in the process of problem solving in physical and earth science.
- All eleventh grade students taking the Florida Alternate Assessment Science (FAA) scoring at Levels 7-9, will improve their target score by 2 percentage points, from 25% to 27%. These students are least proficient in the areas of observing and creating a visual representation of an object which includes its major features and describing scientific phenomena using appropriate terminology especially in the process of problem solving in physical and earth science.

Plan to Monitor Progress Toward the Goal

Following the FCIM, review of data from formal and informal assessments such as: quizzes, tests, student work samples, data from lessons in unique learning, and progress monitoring reports from online programs, will show students mastering skills in scientific problem solving methods and geological processes.

Person or Persons Responsible

Teachers, the MTSS/RtI and Leadership Team, and district administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data from formal and informal assessments such as: quizzes, tests, online learning reports, data from lessons in unique learning, student work products, and minutes from Leadership meetings.

G13. Students taking the 2014 End of Course Biology Assessment scoring at level 3 will increase by 4% points from 37% to 41%. Students scoring levels 4-5 will increase 1% from 4% to 5%. Partial scores were reported due to late score reporting.

Targets Supported

- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Pearson Miller & Levine Biology and supplemental materials, Gizmos, Riverdeep

Targeted Barriers to Achieving the Goal

- The number of students scoring level 3 on the 2013 Biology End of Course Assessment will increase by 4 percentage points, form 37% to 41%.. These students were least proficient in Reporting Categories: Classification, Heredity, Evolution, and Organisms, Populations and Ecosystems. These students need to develop higher order thinking skills in the areas of the history of cell theory and its discovery and relationship to the scientific method process.
- The Students scoring level 4 and above on the 2013 Biology End of Course Assessment will increase their target score by 1 percentage point from 4% to 5%.. These students were least proficient in Reporting Categories: Classification, Heredity, Evolution, and Organisms, Populations and Ecosystems. They will need to develop higher order thinking skills in the areas of fossil records and scientific theory of evolution, comparative anatomy, comparative embryology, bio-geography, molecular biology, and observed evolutionary change.

Plan to Monitor Progress Toward the Goal

Following the FCIM, review of data from formal and informal assessments such as: interim assessments, quizzes, tests, student work samples, and progress monitoring reports from online programs, will show students mastering the concepts of natural selection and scientific evolutionary theory.

Person or Persons Responsible

Teachers and District personnel

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formal and informal assessment data such as: interim assessments, quizzes, tests, progress monitoring reports from online learning programs, student work samples, and District and State assessment data.

G14. Our goal is for at least 70% of our students to score proficient on the 2014 Civics End of Course Exam. There is no prior data as this is the first year our school will be administering the Civics EOC.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- McGraw Hill Economics and Georgraphy

Targeted Barriers to Achieving the Goal

- Students continue to struggle comprehending 'on grade level' text material. We were not a field tested school, but our 2013 Baseline Interim Assessment Data indicates that 0% of our students had an overall score of proficient.These students will need more exposure to organization and functions of our government policies, political processes, organization, origins, purposes, laws and roles, rights and responsibilities.

Plan to Monitor Progress Toward the Goal

Following the FCIM, interim assessment data reports on target benchmarks, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

MTSS/RtI Leadership Team, Teachers, Department Chairs,

Target Dates or Schedule:

Quarterly/Annually

Evidence of Completion:

District Baseline and interim data assessment reports.Student authentic work samles and Summative: Results from 2014 EOC Civics

G15. Due to late paper score reporting, no 2013 data was available. Analysis of our late score report indicated 31% of our students scored a level 3 on the US History EOC . Our 2014 goal is to increase our proficiency level by 10 percentage points.

Targets Supported

- Social Studies
- U.S. History EOC

Resources Available to Support the Goal

- McGraw Hill, United States History and Geography

Targeted Barriers to Achieving the Goal

- Thirty percent or our students scored in the upper third (level 3) on the U.S. History EOC. Students continue to struggle comprehending 'on grade level' text material. Data from the 2013 U.S. History EOC Baseline Benchmark Assessment indicated 11% of our students scored proficient. Students have limited exposure reading and interpreting graphs, charts, maps, timelines, political cartoons, and other graphic representations, as well as recognizing text structure, summarizing, and questioning the author. The weakest Reporting Category was The U.S. & Defense of the International Peace.
- Thirty-seven percent of our students scored in the middle third (level 2) on the U.S. History EOC. Students continue to struggle comprehending 'on grade level' text material. Data from the 2013 U.S. History EOC Baseline Benchmark Assessment indicated 11% of our students scored proficient or level 3. These students have limited exposure reading and interpreting graphs, charts, maps, timelines, political cartoons, and other graphic representations, as well as recognizing text structure, summarizing, and questioning the author. The weakest Reporting Category was The U.S. & Defense of the International Peace.

Plan to Monitor Progress Toward the Goal

Progress, proficiency or mastery of benchmarks related to History EOC.

Person or Persons Responsible

District Personnel, The MTSS/RtI and Leadership Team

Target Dates or Schedule:

Quarterly/Annually

Evidence of Completion:

Data from formal, district and state assessments.

G16. Based on the analysis of the 2013 school data, the area in need of STEM improvement is the participation of the students in individual Science projects.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Resources from current core science text on the scientific process on how to use the scientific method when conducting experiments.

Targeted Barriers to Achieving the Goal

- Due to the nature of our program, which limits the amount of course curriculum offerings and our students being confined to the home, STEM is not currently offered for students enrolled in our school.

Plan to Monitor Progress Toward the Goal

Following the FCIM, review of data from formal and informal assessments such as: interim assessments, quizzes, tests, District/State assessments, student work samples, and progress monitoring reports from online programs, student work products

Person or Persons Responsible

MTSS/RtI Leadership Team, Administrators. Department Chairpersons.

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student work, lesson plans, lab reports and science projects.

G17. Our school does not offer a Career and Technical Education Program, but incorporates CTE skills into other classes. Students will be exposed to various careers and the skills needed for those careers through the instructional setting in these classes.

Targets Supported

- CTE

Resources Available to Support the Goal

- The Goodheart-Wilcox Company Inc. Learning for Earning Your Route to Success, Colleen J. Angel

Targeted Barriers to Achieving the Goal

- Our students are unable to participate in on-the-job training as they are medically prohibited from internships and activities outside the home or hospital.

Plan to Monitor Progress Toward the Goal

Following the FCIM, data from student work products, feed back from teachers and student work products.

Person or Persons Responsible
MTSS/RtI Leadership Team, Department Chairs,

Target Dates or Schedule:
Monthly

Evidence of Completion:
Lesson Plans, student work samples, data from assessments and quizzes and projects.

G18. We will improve academic achievement by lowering the percent of students that miss 10% or more of instructional time from 38% to 37% and improve disciplinary incidents by decreasing suspensions due to behavioral referrals from 7% to 6%.

Targets Supported

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

Resources Available to Support the Goal

- Incentives will be provided to motivate academic and behavioral successes.

Targeted Barriers to Achieving the Goal

- Hospital/Homebound students are too medically ill to attend their regular schools and their medical condition often necessitates cancelling of scheduled instructional time by an itinerant teacher. The suspension rate of students who are enrolled at Brucie Ball for elementary students is not applicable for our school.
- Data from the 2012 EWS indicated 36% of our students were not proficient in reading by third grade. Our goal is to decrease that percentage by 4 percentage points to 32%. The students' medical conditions, which are often a limiting factors to academic achievement and school attendance, often has a direct affect on students' abilities for success in reading.
- Data from the 2012 EWS indicated 6% of our Prek to Grade 5 students were retained and our goal is to decrease that percentage by 1 percentage point to 5%.The students' medical conditions, which are often a limiting factors to achievement and school attendance, greatly affect our students' academic performance and therefore retention rates.
- Data from the 2012 EWS indicated 18% of students in grades 6-8 failed a math course, 18% of students failed an English Language Arts Course, and 20% failed two or more courses in any subject.

Plan to Monitor Progress Toward the Goal

Following the FCIM, review of attendance data and referrals

Person or Persons Responsible
Teachers, administrative team, Department Chairperson, leadership teams.

Target Dates or Schedule:
Ongoing, and monthly reviews of attendance and referrals

Evidence of Completion:
Data from attendance bulletins and attendance/tardy data. .

G19. Recognizing that academic growth is related to student attendance and behavior, we will decrease the number of students who miss 10% of instructional time to 37% and the number of students with referrals that lead to suspensions to 6%.

Targets Supported

- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Initial intake meetings for alternative education students placed by the students with parents and students, review of academic and behavioral policies and procedures, behavioral contracts and agreements, truancy monitoring, and parent/teacher/student conferences.

Targeted Barriers to Achieving the Goal

- Hospital/Homebound services students who are too medically ill to attend regular school and their medical condition often necessitates cancelling of scheduled instructional time. The suspension rate of students who are enrolled at Brucie Ball Educational Center, for middle and high school students, is usually due to their placement in alternative education, therefore, they arrive with referrals that have led to suspension and placement in alternative education.
- Twenty-one percent of our 9th grade students were absent during the first 20 days of school. Our goal is to decrease this figure by 3%. Our students' medical conditions, which often require treatments and numerous medical appointments, often becomes a limiting factor to school attendance.
- Twenty-seven percent of our 9th graders failed two or more courses or did not move to grade 10 on time. Our goal is to decrease this by 1% to 26%. Our students' medical conditions, which often require treatments and numerous medical appointments, often becomes a limiting factor to school attendance.
- Twenty-one percent of our high school students have a grade point average of less than 2.0. Our goal is to decrease that percentage by one percentage point to 20%. Our students' medical conditions, which often require treatments and numerous medical appointments, often becomes a limiting factor to school attendance and performance. Due to our high mobility rate, as students in this program enroll with a physician's statement, their grade point average is often established from their academic performance at their prior school.
- Seven percent of our students received behavior referrals that lead to suspension. Our goal is to decrease that percentage by one percentage point to 6%.The Alternative Telecommunication students have been suspended for a violation of the Student Code of Conduct. These students exhibit behaviors that impede their academic progress and are poorly motivated. These students usually enroll in our school with behavior referrals and suspensions.

Plan to Monitor Progress Toward the Goal

Following the FCIM, review of data from attendance rosters and referral rates will show a decrease in the number of students who miss instructional time and receive referrals.

Person or Persons Responsible

Administrative and leadership teams

Target Dates or Schedule:

quarterly

Evidence of Completion:

Attendance meeting minutes, referrals, and attendance rosters.

G20. During the 2012-2013 school year, parent participation in school wide activities was 13%. Our goal for the 2013-14 school year is to increase parent participation by 5 percent to 18%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- PTSA meetings, Open House, connect ed, guest speakers, Edmodo, teleconferencing communication for information fairs, flyers, brochures, handbook, resource fair.

Targeted Barriers to Achieving the Goal

- Our school serves students across the County, so it is often difficult for parents to travel long distances to attend our school activities and functions. Many of our students have medical conditions and can not be left alone, which often prohibits parents from traveling to our school.

Plan to Monitor Progress Toward the Goal

Student and Parent participation in school wide activities

Person or Persons Responsible

Leadership team, Administrations.

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Sign in sheets for activities, survey responses, online site participation.

Action Plan for Improvement

Problem Solving Key

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

G1. In 2013, 16% of our students scored 3 or higher on FCAT or 4 or higher on the (Florida Alternate Assessment) FAA. In 2014, our target goal is to increase this score by 30% points to 46% of students to score 3 or above on FCAT or 4 or above on the FAA.

G1.B1 The area of deficiency for the subgroups not making AMO is as follows: Black/African American subgroup of students , as noted on the administration of the 2013 FCAT 2.0 Reading administration, was in Reporting Category 2 , Reading Application. The Black/African American subgroup did not meet their AMO target (scored 7%) and will increase their AMO Reading Target score by 40 percentage points as demonstrated on the 2014 Reading FCAT. The English Language Learners (ELL) subgroup did not meet their AMO Target (scored 23%) and will increase their target score by 16 percentage points (to 39%) on the 2014 Reading FCAT. The Hispanic students did not make their AMO Target score (scored 18%) as noted on the administration of the 2013 FCAT Reading administration and will increase their target score on the 2014 Reading FCAT by 28 percentage points (to 46%). As noted on the administration of the 2013 FCAT administration of the Reading Test, the Students With Disabilities did not make their AMO Reading Target (scored 15&) and will increase their target score by 31 percentage points (to 46%) on the 2014 FCAT Reading. As noted on the administration of the 2013 FCAT Reading Test, the Economically Disadvantaged subgroup did not make satisfactory progress (scored 10%) nor meet their AMO Reading Targets. These students will increase their Reading Target Score by 39 percentage points (to 49%) on the 2014 FCAT Reading Test.

G1.B1.S1 Black/African American students were most deficient in Reporting Category 2, Reading Application. Students with use a variety of instructional strategies for making inferences/conclusions, analyzing stated vs. implied main ideas, understand various text structures, themes, summarizing, and author's purpose. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on text structures, themes, summarizing, and author's purpose through individual tutoring, online intervention programs and use of the extended learning modules. In addition, teachers will be using released FCAT tests for added practice.

Action Step 1

Students will have additional practice determining the theme, main idea, summarizing, comparing and contrasting, sequence and cause of events, chronological order, drawing logical conclusions, making appropriate inferences, Students will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their answers, and returning to text as support for answers,

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes & Cumulative Tests, Interim Assessments, and teacher developed assessments. Assessment data from Computer Assisted Programs, student work folders, portfolios, and lesson plans.

Action Step 2

Teachers will teach students strategies to: close read, compare and contrast, a written story, drama, or poem, cite several pieces of textual evidence to support analysis, explicitly as well as inferences drawn from the text, compare and contrast a fictional or nonfictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes & Cumulative Tests, Interim Assessments, and teacher developed assessments. Assessment data from Computer Assisted Programs, student work folders, portfolios, and and lesson plans

Action Step 3

Teachers will use instruction to assist students to identify and analyze the implied message, inference, author's perspective/bias and summarizing across a variety of text (informational, fiction, nonfiction, poetry, web-based, historical documents, mentor text) analyzing or interpreting stated or implied main idea, using details to make plausible predictions, identifying cause-and-effect relationships, identifying text structures and organizational patterns, identifying the author's perspective, purpose and bias, summarizing and identifying similarities/differences between text elements.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes & Cumulative Tests, Interim Assessments, and teacher developed assessments. Assessment data from Computer Assisted Programs, student work folders, portfolios, and lesson plans.

Facilitator:

Sue Weber

Participants:

Teachers

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

Implementation of students' work products and assessments reflecting making inferences, drawing conclusions, identifying main idea, text structures, cause/effect, chronological order, and author's purpose.

Person or Persons Responsible

The Literacy Leadership Team, Reading Coach, MTSS/RtI, Principal, Administration, and Department Chairperson

Target Dates or Schedule

Bi-monthly observation with monthly meetings (the first and third Friday of every month) of the Literacy Leadership Team and MTSS/RtI Team

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, quizzes, tests, online learning progress reports, student work products, and minutes and notes from the monthly meetings

Plan to Monitor Effectiveness of G1.B1.S1

FCIM will be implemented to analyze students' responses on work samples quizzes/assessments that reveal student's ability to state implied message, chronological order, cause/effect, inference, author's perspective/bias, theme, and summarizing across a variety of text.

Person or Persons Responsible

Teachers with the support of The Literacy Leadership Team, Reading Coach, Administration, Principal, Department Chairperson, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products on targeted reading strategies.

G1.B1.S2 Both English Language Learners and Hispanic Students were most in deficient Reporting Category 1, Vocabulary. These students lack of exposure to Tier II vocabulary words and limited command of the English language.Teachers will provide students with vocabulary strategies to analyze words and their roots, word structure, word relationships, affixes, organizational patterns, and context clues. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on vocabulary strategies to analyze words and their roots, word structure, word relationships, affixes, organizational patterns, and context clues through individual tutoring, online intervention programs and use of the extended learning modules. In addition, teachers will be using released FCAT tests for added practice.

Action Step 1

Students will listen to, read, and discuss stories and informational text, identifying the correct meaning of a word with multiple meanings in context, determine the meaning of a word with multiple meanings (e.g. homographs) in text, use phonics skills to decode unknown words, determine the meaning of unknown words using a dictionary and digital tools.

Person or Persons Responsible

Teachers with support of the reading coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, online learning progress reports, and lesson plans

Action Step 2

Students will use Context Clue method, and Concept of Definition Maps, personal dictionaries, common morpheme chart, shades of meaning and context, Vocabulary Word Maps,& context clues. Students will be provided opportunities to listen to, read, and discuss a variety of text, use context clues and graphics to determine the meaning of unknown words, identify new vocabulary that is introduced and taught directly, categorize key vocabulary, recognize and use prefixes, suffixes, and root words, identify word relationships (e.g. common analogies) and their meaning. Students will listen to, read, and discuss a variety of text, use context clues and graphics to determine the meaning of unknown words, categorize key vocabulary, recognize and use prefixes, suffixes, and root words, identify word relationships (e.g. common analogies) and their meaning.

Person or Persons Responsible

Teachers with the support of the reading coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, online learning progress reports, and lesson plans

Action Step 3

Instructional strategies will include: pictionaries/personal dictionaries, common morpheme chart, instruction in shades of meaning, vocabulary word maps, instruction in synonyms, antonyms,& multiple meaning words. Students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; The following strategies and graphic organizers will be used to assist with vocabulary development: Reciprocal Teaching, Context Clue Charts, Task Cards, Concept of Definition Maps,Frayer model, Greek and Latin Root Words, Semantic Maps, Word Arrays, Isabel Beck's Three Tiered Vocabulary, Concept of Definition Maps Spectrum of a Word Method, Predict-Association-Verification-Evaluation (PAVE), Morphemic Analysis, and Multiple Meaning Charts

Person or Persons Responsible

Teachers with the support of the reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, online learning progress reports, and lesson plans

Facilitator:

Sue Weber

Participants:

Teachers

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

Following FCIM, implementation of students' work products and assessments reflecting student's ability to analyze words, use context clues, multiple meaning words, prefixes, suffixes, synonyms, antonyms, and morphemic analysis.

Person or Persons Responsible

The Literacy Leadership Team, Reading Coach, MTSS/RtI, Principal, Administration, and Department Chairperson

Target Dates or Schedule

Bi-monthly observation with monthly meetings (the first and third Friday of every month) of the Literacy Leadership Team and MTSS/RtI Team

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, lesson plans, quizzes, tests, online learning progress reports, student work products, and minutes and notes from the monthly meetings

Plan to Monitor Effectiveness of G1.B1.S2

FCIM will be implemented to analyze students' responses on work samples on their ability to analyze words and and word structure, affixes, recognize organizational patterns, multiple word meanings, affixes, context clues and determine the meaning of unknown words using a dictionary and digital tools.

Person or Persons Responsible

Teachers with the support of the Literacy Leadership Team, department chairperson, and MTSS/RtI team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, quizzes, tests, online learning reports, and student work products on targeted reading strategies.

G1.B1.S3 Both Students with Disabilities and Economically Disadvantaged students were most deficient in Reporting Category 2, Reading Application. Teachers will provide students practice with drawing logical conclusions, inferences, stated or implied main idea, details to make plausible predictions, identifying cause-and-effect relationships, identifying text structures (comparison/contrast, cause/effect, chronological order, argument/support), theme, and organizational patterns, identifying the author's perspective, purpose and bias, summarizing and identifying similarities and differences between texts. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on drawing logical conclusions, inferences, stated or implied main idea, details to make plausible predictions, identifying cause-and-effect relationships, identifying text structures (comparison/contrast, cause/effect, chronological order, argument/support), theme, and organizational patterns, identifying the author's perspective, purpose and bias, summarizing and identifying similarities and differences between texts through individual tutoring, online intervention programs and use of the extended learning modules. In addition, teachers will be using released FCAT tests for added practice..

Action Step 1

Students will analyze a variety of text structures (e.g. comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text. Strategies will include: GIST (Generating Interactions between Schemata and Text) to teach students to create summaries, teach implied message, inference, author's perspective/bias and summarizing; Main Idea Table;Summary Pyramid; Power Notes, Two-Column Notes (main idea, details, conclusion, support); One sentence summarizers; Pattern Puzzles;Theme Definition; Venn Diagram; Time Line; and Sequence Chain.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, online learning progress reports, and lesson plans

Action Step 2

Students will be engage in activities for making inferences, main idea, sequencing, drawing conclusions, returning to text as support for answers, analyzing stated vs implied main ideas, interacting with the text and understand various text structures and summarizing the text

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, online learning progress reports, and lesson plans

Action Step 3

Teachers instructional strategies will include Reciprocal Teaching, Author's Intent Chart, Content Frames,QAR (Question, Answer, Relationship), DRTA (Directed Reading/Thinking Activity), Problem solving graphic organizers, One Sentence Summarizers, Story Maps, GIST (Generating Interactions Between Schemata and Text) to teach students to create summaries, Teach Implied Message, Author's Perspective/Bias and Summarizing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, online learning progress reports, and lesson plans

Action Step 4

Students will be taught to identify and analyze the implied message, and summarizing across a variety of text (informational, fiction, nonfiction, poetry, web-based, historical documents and mentor text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, online learning progress reports, and lesson plans

Facilitator:

Sue Weber

Participants:

Teachers

Action Step 5

Students will practice locating and verifying details, critically analyzing text, synthesizing details to draw correct conclusions, determine the main idea, cause and effect, text structure, compare and contrast, chronological order, theme, determine author's purpose and perspective, characters, and setting using the following aids: author's purpose chart, two column note, opinion/support, conclusion/ support, cause/effect, main idea table, summary pyramid, time line, sequence chain, power notes, cause/effect chain, informational text structure chart, one sentence summarizers, pattern puzzles, theme definition,common themes in literature, Venn diagram,and content frame.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, online learning progress reports, and lesson plans

Facilitator:

Sue Weber

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Following FCIM, implementation of students' work products and assessments reflecting student's ability to draw logical conclusions, make inferences, identify stated or implied main idea, determine cause/ effect, them, or authors' perspective/purpose.

Person or Persons Responsible

The Literacy Leadership Team, Reading Coach, MTSS/RtI, Principal, Administration, and Department Chairperson

Target Dates or Schedule

Bi-monthly observation with monthly meetings (the first and third Friday of every month) of the Literacy Leadership Team and MTSS/RtI Team

Evidence of Completion

Data from formal and informal assessments, interim assessments, lesson plans, quizzes, tests, online learning progress reports, student work products, and minutes and notes from the monthly meetings

Plan to Monitor Effectiveness of G1.B1.S3

FCIM will be implemented to analyze students' responses on work samples quizzes/assessments that reveal student's ability to state implied message, chronological order, cause/effect, inference, author's perspective/bias, theme, and summarizing across a variety of text.

Person or Persons Responsible

Teachers with the support of The Literacy Leadership Team, Reading Coach, Administration, Principal, Department Chairperson, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, interim assessments, quizzes, tests, online learning reports, and student work products on targeted reading strategies.

G1.B2 The area of deficiency for students scoring achievement level 3, as noted on the 2013 administration of the FCAT 2.0 Reading, was Reporting Category 4- Informational Text/ Research Process. Data from the 2013 FCAT Reading indicated 24% of our students were level 3 in reading and our goal it to increase this by 4 percentage points to 28% on the 2014 FCAT Reading.

G1.B2.S1 Teachers will provide additional practice for FCAT level 3 students to support Reporting Category 4: Informational Text/ Research Process. Using a variety of exemplar texts, students will be provided instructional opportunities that include building strong arguments to support answers, explaining how text features (charts, maps, diagrams, sub-headings, captions, illustrations, and graphs) aid the reader's understanding, questioning the author and summarizing. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on building strong arguments to support answers, explaining how text features (charts, maps, diagrams, sub-headings, captions, illustrations, and graphs) aid the reader's understanding, questioning the author and summarizing through individual tutoring, online intervention programs and use of the extended learning modules. In addition, teachers will be using released FCAT tests for added practice

Action Step 1

Students will practice analyzing, evaluating, and synthesizing information from a variety of text structures using different genres of text, identifying text features, identifying relationships among ideas, evaluating the validity and reliability of information by locating, interpreting and organizing information and supporting facts, and analyzing the development of an argument.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, online learning progress reports, and lesson plans

Action Step 2

Students will be provided additional practice with with higher order type questions requiring them to infer or use critical thinking skills using texts of higher complexity and strategies to analyze text structure to form inferences and draw conclusions.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, online learning progress reports, and lesson plans

Action Step 3

Students will use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Students will practice locating, analyzing, evaluating specific information in text features such as table of contents, glossary, headings and subtitles, italics, graphs, italicized text, index, indices, etc. using activities such as the Newspaper Scavenger Hunt.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Results on quizzes, tests, student work products, portfolios, formal and informal assessments, interim assessments as evidenced by students' ability to locate, interpret, analyze, organize, evaluate and summarize information from text features to synthesize information and question the author to assist students with higher-order questions.

Action Step 4

Students will assess, organize, evaluate, synthesize, and check the validity and reliability of information in text using a variety of techniques by examining several sources of information, including both primary and secondary sources.Teachers will use the following useful resources/ strategies to reinforce these skills: •Text Feature Chart •Text Feature Analysis •Note-taking skills (two column note, etc.)•Conclusion support •Opinion Proofs •Reciprocal teaching•Question-Answer Relationships•Highlighting•Close reading of complex Text•Summarization skills•Task Cards•Role Playing•Observation-Proof notes•Texts with ample charts, graphs, pictures, bullets, etc.•Texts such as editorials, scientific articles or current events

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Results on quizzes, tests, student work products, portfolios, formal and informal assessments, interim assessments as evidenced by students' ability to locate, interpret, analyze, organize, evaluate and summarize information from text features to synthesize information and question the author to assist students with higher-order questions.

Facilitator:

Sue Weber, Reading Coach

Participants:

Teachers

Action Step 5

Students will collect, evaluate, and summarize information using a variety of techniques from multiple sources (e.g., websites, encyclopedias, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s), and relevant details. Students will be taught strategies to analyze the structure that an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas as well as delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient; identify false statements and fallacious reasoning

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Results on quizzes, tests, student work products, portfolios, formal and informal assessments, interim assessments as evidenced by students' ability to locate, interpret, analyze, organize, evaluate and summarize information from text features to synthesize information and question the author to assist students with higher-order questions.

Facilitator:

Sue Weber, Reading Coach

Participants:

Teachers

Action Step 6

Students will be provided opportunities to analyze and develop an interpretation of a literary work (from various types of genres) by describing an author's use of literary elements, identify, explain, locate, analyze, evaluate, and summarize information from text features (e.g. transitional devices, words/phrases, glossary, table of contents, headings, graphs, charts, illustrations, subheadings, and bold or italicized text) to synthesize information and question the author to assist them with higher-order questions. Students will explain and analyze the various literary elements and of figurative and descriptive language.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results on quizzes, tests, student work products, portfolios, formal and informal assessments, interim assessments as evidenced by students' ability to locate, interpret, analyze, organize, evaluate and summarize information from text features to synthesize information and question the author to assist students with higher-order questions.

Facilitator:

Sue Weber

Participants:

Teachers

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

Following FCIM, implementation of students' work products, online data, and assessments reflecting students being able to use strategies for informational text and research process.

Person or Persons Responsible

The Literacy Leadership Team, Reading Coach, MTSS/RtI, Principal, Administration, and Department Chairperson

Target Dates or Schedule

Bi-monthly observation with monthly meetings (the first and third Friday of every month) of the Literacy Leadership Team and MTSS/RtI Team

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, lesson plans, quizzes, tests, online learning progress reports, student work products, and minutes and notes from the monthly meetings

Plan to Monitor Effectiveness of G1.B2.S1

FCIM will be implemented to analyze students' responses on work samples quizzes/assessments that reveal student's ability to locate, interpret, analyze, organize, evaluate and summarize information from text features to synthesize information and question the author to assist students with higher-order questions.

Person or Persons Responsible

Teachers with the support of The Literacy Leadership Team, Reading Coach, Administration, Principal, Department Chairperson, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products on targeted reading strategies.

G1.B3 The area of deficiency for students scoring level 4 and above, as noted on the administration of the 2013 FCAT 2.0 Reading administration, was Reporting Category 3, Literary Analysis-Fiction/Nonfiction. These students have limited exposure to literary elements and figurative language. Data from the 2013 FCAT Reading indicated that 24% of our students were at achievement level 4 or above and our goal for the 2014 FCAT Reading is to increase this by 2 percentage points to 26%.

G1.B3.S1 Using a variety of exemplar texts, including poetry, students will be provided instructional strategies to close read, analyze how an author's choices concerning how to structure a text, literary elements, author's purpose, plot, theme, tone, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

Action Step 1

Students will be guided to analyze the structure an author uses to organize a text and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot structure, including exposition, setting, character development, rising/falling action, execute close reading, conflict/resolution, and theme, and explain and analyze different elements of figurative and descriptive language (e.g., simile, onomatopoeia, pun, tone, common idioms, metaphor, personification, hyperbole, symbolism, allusion, imagery) and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Action Step 2

Teachers will provide FCAT level 4 students more opportunities in analyzing, identifying and interpreting how literary elements contribute to and affect meaning, locating and analyzing the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction and nonfiction. Students will be provide more practice analyzing specific information from organizational text features, how word choice sets the authors tone, and analyzing an author's use of allusions, descriptive language, idiomatic, and figurative language in a variety of exemplar literary text. Students will be taught strategies for describing an author's use of literary elements, identify, explain, locate, analyze, and evaluate information form text features (e.g. transitional devices, words/phrases, glossary, table of contents, headings, graphs, charts, illustrations, subheadings, and bold or italicized text).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Facilitator:

Sue Weber

Participants:

Teachers along with administrators will be responsible for the monitoring of the implementation of the identified strategies

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

Following FCIM, implementation of students' work products and assessments reflecting students' abilities in making inferences, drawing conclusions, identifying main idea, text structures, cause/effect, chronological order, and author's purpose.

Person or Persons Responsible

The Literacy Leadership Team, Reading Coach, MTSS/RtI, Principal, Administration, and Department Chairperson

Target Dates or Schedule

Bi-monthly observation with monthly meetings (the first and third Friday of every month) of the Literacy Leadership Team and MTSS/RtI Team

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, lesson plans, quizzes, tests, online learning progress reports, student work products, and minutes and notes from the monthly meetings

Plan to Monitor Effectiveness of G1.B3.S1

FCIM will be implemented to analyze students’ responses on work samples quizzes/assessments that reveal student's ability to state implied message, chronological order, cause/effect, inference, author’s perspective/bias, theme, and summarizing across a variety of text.

Person or Persons Responsible

Teachers with the support of The Literacy Leadership Team, Reading Coach, Administration, Principal, Department Chairperson, and MTSS/RtI Team

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, quizzes, tests, online learning reports, and student work products on targeted reading strategies.

G1.B3.S2 Students will be provided explicit instruction on identifying and analyzing character development, find multiple patterns within a single passage, text features, climax, and cause/effect relationships through the use of research-based strategies and graphic organizers.

Action Step 1

The following research-based strategies and graphic organizers will be used to teach Literary Analysis: •Story maps •Narrative Arch •Turning Point Graphic •Character Charts •Understanding Literary Devices & Page-by-Page graphic organizers •CRISS strategies •Author's tool box for bringing a character to life •Open mind graphic organizer •Somebody/wanted/but/So Split-open mind •Text Feature Charts •Mood words •Tools Authors Use: Literary Devices and Figurative Language •Text feature chart •Events and Reactions Chart

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress summaries, and lesson plans.

Action Step 2

Teachers will instruct students identify and analyze the character & plot development, find multiple patterns within a single passage, identify and analyze descriptive/figurative language, idiomatic language, text features, setting, conflict/resolution, theme, character point of view, determine plot, etc. Students will be guided to analyze the structure an author uses to organize a text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, portfolios, homework, quizzes, benchmark assessments, work samples, cumulative tests, online learning progress summaries, and lesson plans.

Facilitator:

Sue Weber

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S2

The FCIM will be implemented by data analysis though MTSS/RtI and LLT meetings, ongoing data chats with teachers and students, review of post administration Baseline and Interim Assessment data, online progress reports from reading programs, to ensure progress is being made. Instruction will be adjusted as necessary

Person or Persons Responsible

The MTSS/RtI Leadership and LLT Team along with administrators and the reading coach.

Target Dates or Schedule

Monthly meetings will be held the first and third Friday of every month (Literacy Leadership Team and MTSS/RtI Team)

Evidence of Completion

Data from formal and informal assessments, online learning activities, baseline/interim assessments, work samples, computer-assisted progress summary reports, student work products, and minutes from the monthly meetings.

Plan to Monitor Effectiveness of G1.B3.S2

The FCIM will be implemented to analyze students' responses on work samples, quizzes, assessments, portfolio samples that reveal students' abilities to analyze character, plot development, text features, climax, and cause/effect relationships.

Person or Persons Responsible

Teachers with the support of the Reading Coach, Literacy Leadership Team, and administration.

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, student work samples, and online learning progress summaries.

G1.B4 The area of deficiency as noted on the 2013 Florida Alternate Assessment (FAA)administration for students scoring at level 4, 5, and 6 was the Content Standard: Reading Process, Comprehension. Data indicated these students scored 10% on the 2013 FAA Reading and our goal is to increase this score by 5 percentage points to 15% on the 2014 FAA.

G1.B4.S1 These students will be provided more opportunities to practice the reading process including determining the main idea or essential message in text, identifying explicit cause/effect relationships in stories and informational text , identifying persons, objects, actions, and settings in read-aloud narrative and informational text, recognizing a theme shared by two fiction or nonfiction selections, identifying the author's purpose (e.g. to inform, entertain, persuade), and making & confirming predictions based on background knowledge of subject and text features.

Action Step 1

Teachers will be trained to effectively implement Access Points. Students will be doing multiple reads of a selection prior to responding to comprehension questions. This can be accomplished by using read alouds, auditory tapes and text readers that provide print with visuals and or symbols.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work products, portfolios and teacher observation of students responses, including progress monitoring assessments in order to recommend adjustments in instructional strategies, content and focus.

Action Step 2

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work products, portfolios and teacher observation of students responses, including progress monitoring assessments in order to recommend adjustments in instructional strategies, content and focus.

Action Step 3

Teachers will provide students with graphic organizers with pictures to assist with determining the main idea or essential message. Students will be provided a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers. Students will be taught how to ask and answer questions referring explicitly to the text as the basis for the answers; identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students will be provided opportunities to focus on what the author thinks and feels and the main idea may be stated or implied. Students will identify causal relationships embedded in text. Students must be familiar with text structures such as cause/effect, compare/ contrast, and chronological order. Students will be provide practice in identifying topics and theme within texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work products, portfolios and teacher observation of students responses, including progress monitoring assessments in order to recommend adjustments in instructional strategies, content and focus.

Facilitator:

Maria Corbin Sue Weber

Participants:

Teachers

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

Following FCIM, implementation of students' work products and assessments reflecting students' abilities to determine the main idea, cause/effect, author's purpose in fiction and nonfiction.

Person or Persons Responsible

The Literacy Leadership Team, Reading Coach, MTSS/RtI, Principal, Administration, and Intellectual Disabilities Department Chairperson

Target Dates or Schedule

Bi-monthly observation with monthly meetings (the first and third Friday of every month) of the Literacy Leadership Team and MTSS/RtI Team

Evidence of Completion

Quizzes and tests from Unique Learning, student work portfolios, formal and informal assessments, sample work products, teacher observational data.

Plan to Monitor Effectiveness of G1.B4.S1

FCIM will be implemented to analyze student progress of the reading process for determining the main idea, essential message, cause/effect, and author's purpose.

Person or Persons Responsible

The SPED teachers with the support of Literacy Leadership, Principal, Intellectual Disabilities Department Chairperson, and the MTSS/RtI team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Quizzes and tests form Unique Learning, Formative assessments, student portfolios, student work products from cumulative tests and performance on targeted reading strategies, sample work products, and teacher observational data.

G1.B5 The area of deficiency as noted on the 2013 Florida Alternate Assessment for students scoring at or above level 7 was content standard Literary Analysis. The data on the 2013 FAA indicated an actual score of 8% and our goal for the 2014 FAA is to increase this score by 2 percentage points to our target score of 10%.

G1.B5.S1 Teachers will provide students with more opportunities for identifying, analyzing, and applying knowledge of story elements of fiction, nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

Action Step 1

Teachers will be trained to effectively implement Access Points. Students should be guided to read fiction, nonfiction and informational text to identify the differences. Close reading will be modeled and practiced.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Action Step 2

Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Action Step 3

Poetry will be used to practice identifying descriptive language that defines moods and provides imagery. Students will be taught to note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Action Step 4

To improve comprehension, reading selections should be taught at a level that does not frustrate the student (high interest with low readability). Material will be selected based on students' lexile levels.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Action Step 5

Teachers will provide students a continuous review/practice when learning reading concepts. Students will be taught to identify and interpret elements of story structure within a text. Students will be helped to understand character development, character point of view by asking “What does he think, what is his attitude toward…and what did he say to let me or, characters, or of the author of the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Facilitator:

Maria Corbin Sue Weber

Participants:

Principal, Literacy Leadership Team, Reading Coach, Intellectual Disabilities Department Chairperson will monitor fidelity and effectiveness of the instructional strategies and use of reading programs

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

Following FCIM, implementation of students' work products and assessments to reflect students' abilities to identify, analyze, and apply knowledge of story elements of fiction and nonfiction to demonstrate understanding of information.

Person or Persons Responsible

The Literacy Leadership Team, Reading Coach, MTSS/RtI, Principal, Administration, and Intellectual Disabilities Department Chairperson

Target Dates or Schedule

Bi-monthly observation with monthly meetings (the first and third Friday of every month) of the Literacy Leadership Team and MTSS/RtI Team

Evidence of Completion

Data from formal and informal assessments, lesson plans, quizzes, tests, online learning progress reports from i-Ready, student work products, and minutes and notes from the monthly meetings

Plan to Monitor Effectiveness of G1.B5.S1

FCIM will be implemented to analyze students' responses on work samples quizzes/assessments that reveal student's ability to analyze, identify and apply knowledge of story elements of fiction and nonfiction, expository and informational.

Person or Persons Responsible

Teachers, with the support of The Literacy Leadership Team, Reading Coach, Administration, Principal, Intellectual Disabilities Department Chairperson, and MTSS/RtI Team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, quizzes, tests, online learning reports from i-Ready, and student work products on targeted reading strategies.

G1.B6 The area of deficiency for Students making Learning Gains, as noted on the 2013 administration of the 2013 FCAT 2.0 Reading administration, was Reporting Category 3, Literary Analysis-Fiction/Nonfiction. No data was available for on school in this category (NA), but our goal will be to continue to increase our percentage in this subgroup from our prior year's figure increasing the percentage for 82% to 87% making learning gains as indicated on the 2014 FCAT Reading.

G1.B6.S1 Students will practice analyzing the structure an author uses to organize a text, interpret literary work by describing an author's use of literary elements, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions..

Action Step 1

Students demonstrate difficulty locating and analyzing specific information from organizational text features, how word choice sets the authors tone, analyzing an author's use of allusions, descriptive/ idiomatic language, and figurative language in a variety of exemplar literary text and how the author uses these devices to display the purpose/point of view. Students will identify and interpret elements of a story structure within a variety of exemplar texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Action Step 2

Students will learn to identify and analyze the theme, point of view, characterization, setting, plot structure, including exposition, setting, character development, rising/falling action, execute close reading, conflict/resolution, find the theme, and explain/analyze different elements of figurative language, personification, hyperbole, symbolism, allusion, and imagery.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Action Step 3

Students will be taught to use graphic organizers to analyze text features, descriptive and idiomatic language, find multiple patterns within a single passage through the use of •Story maps•Narrative Arch •Turning Point Graphic•Character Charts•Understanding Literary Devices & Page-by-Page graphic organizers•CRISS strategies•Author's tool box for bringing a character to life•Open mind graphic organizer•Somebody/wanted/but/So Split-open mind•Text Feature Charts•Mood words •Tools Authors Use: Literary Devices and Figurative Language•Text feature chart•Events and Reactions Chart/

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Action Step 4

Students will practice locating, analyzing, evaluating specific information in text features such as table of contents, glossary, headings and subtitles, italics, graphs, italicized text, index, indices, etc.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Facilitator:

Sue Weber, Reading Coach

Participants:

Teachers

Action Step 5

Students will practice analyzing, identifying and interpreting how literary elements contribute to and affect meaning in a variety of fiction and nonfiction as well as exemplar text using common core lessons.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Facilitator:

Sue Weber

Participants:

Teachers

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

Following FCIM, Implementation of students' work products and assessments reflecting students ability to identify and explain literary elements such as theme, plot,and text structure.

Person or Persons Responsible

The Literacy Leadership Team, Reading Coach, MTSS/RtI, Principal, Administration, and Department Chairperson

Target Dates or Schedule

Bi-monthly observation with monthly meetings (the first and third Friday of every month) of the Literacy Leadership Team and MTSS/RtI Team

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, lesson plans, quizzes, tests, online learning progress reports, student work products, and minutes and notes from the monthly meetings

Plan to Monitor Effectiveness of G1.B6.S1

FCIM will be implemented to analyze students' responses on work samples quizzes/assessments that reveal students' ability to analyze a literary work by describing an author's use of literary elements, identify, explain, locate, analyze, and evaluate information form text features (e.g. transitional devices, words/phrases, glossary, table of contents, headings, graphs, charts, illustrations, subheadings, and bold or italicized text). Weekly observations with post-baseline and interim assessment analysis

Person or Persons Responsible

Teachers along with the support of the Reading Coach, Administrators, the MTSS/RtI, and the LLT Team.

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, quizzes, tests, online learning reports, and student work products on targeted reading strategies.

G1.B7 On the 2013 administration of the 2013 FCAT 2.0 Reading administration, students in the lowest 25% demonstrated difficulty with the Reporting Category Vocabulary. No data was available for this group, as NA was listed, however we will still identify our lowest 25% target group and and set a goal of 10% increase our target and decrease the number of students in the lowest 25%.

G1.B7.S1 Students will practice “close reading”, listen to, read, and discuss a variety of text, use context clues and graphics to determine the meaning of unknown words, identify new vocabulary that is introduced and taught directly, categorize key vocabulary, recognize and use prefixes, suffixes, and root words, identify word relationships (e.g. common analogies) and their meaning.

Action Step 1

Students will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g. encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Action Step 2

The following strategies and graphic organizers will be used to assist with vocabulary development: Context Clue method, Concept of Definition Maps, Frayer model, Word-Learning Strategies, Contextual Analysis, Read-Aloud Method, Semantic Feature Analysis, Semantic Maps, Word-Meaning Recall, Greek and Latin Root Words, and Morphemic Analysis, Word Arrays, Multiple Meaning Chart, Isabel Beck’s Three Tiered Vocabulary, and Spectrum of a Word Method.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Action Step 3

FCAT level 1 & 2 students will be enrolled in an intensive reading course in addition to the traditional Language Arts program. Teleclass students will be provided a personal net-book computers and wireless air cards, and to itinerant students that do not have internet access in order to increase instructional time through the use of instructional software such as Compass Odyssey Learning, i-Ready, Jamestown Navigator, USA Today, Reading Plus, Destination Learning, and My Reading Coach. Tutoring will be implemented beyond the school day once per week using on-line instructional programs.These students will be enrolled in an intensive reading course in addition to the traditional Language Arts program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Facilitator:

Sue Weber

Participants:

Teachers

Action Step 4

Students will be provided texts that allow them to use multiple strategies to develop grade appropriate vocabulary, to listen to, read, and discuss stories and informational text to identify the correct meaning of a word with multiple meanings and to use the Key Word Method to determine the meaning of unknown words. Students will be taught skills to use a dictionary and digital tools. Graphic organizers will be used that help reinforce vocabulary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Facilitator:

Sue Weber

Participants:

Teachers

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

Following FCIM, implementation of students' work products and assessments reflecting students ability to vocabulary strategies and use affixes to learn new words.

Person or Persons Responsible

The Literacy Leadership Team, Reading Coach, MTSS/RtI, Principal, Administration, and Department Chairperson

Target Dates or Schedule

Bi-monthly observation with monthly meetings (the first and third Friday of every month) of the Literacy Leadership Team and MTSS/RtI Team

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, lesson plans, quizzes, tests, online learning progress reports, student work products, and minutes and notes from the monthly meetings

Plan to Monitor Effectiveness of G1.B7.S1

FCIM will be implemented to analyze students' responses on work samples quizzes/assessments that reveal student's ability to use strategies to learn and use new vocabulary words and use context clues.

Person or Persons Responsible

Teachers with the support of The Literacy Leadership Team, Reading Coach, Administration, Principal, Department Chairperson, and MTSS/RtI Team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, quizzes, tests, online learning reports, and student work products on targeted reading strategies.

G1.B8 Data from the 2013 Florida Comprehensive English Language Learning Assessment (CELLA) in listening and speaking indicated students scored 45% and our goal to increase this score by 6 percentage points to meet our target score of 51% on the 2014 CELLA. The sub scores in Listening /Speaking indicated that the greatest area of deficiency was the student's ability to understand extended listening passages.

G1.B8.S1 Students will use visual displays (i.e., graphs, charts, photos) in lessons & assignments to support the oral or written message (Visual/graphic organizers should be used before presenting a reading passage); "Chunking" (learning set phrases or "chunks" of related language); QAR when developing comprehension questions (helping students to identify different question types, and teaching text organization);

Action Step 1

Following the Comprehensive Research-based Reading Plan (CRRP), task cards will be utilized as visual aids; Vocabulary Improvement Strategy to practice phonemic awareness, and meaningful activities such as language games

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Action Step 2

Students will engage in activities to learn vocabulary words and concepts that are important to the excerpt, practice fluency passages, use guided repeated oral reading, modeling, retelling, participate in read-alouds of big books, support subsequent learning about the alphabetic principle through an understanding of the structure of spoken English words and of the language and content of the material they are reading read along with proficient readers, and listen repeatedly to books read aloud in order to gain fluency in English. Students will develop literacy skills in their home language as well as in English, practice explicitly taught research-based comprehension strategies, use graphic organizers, have "think alouds" modeled, and stop often in the text to question and summarize.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Facilitator:

Sue Weber

Participants:

ELL Teachers

Action Step 3

Students will practice listening and reading passages that present academic information, oral vocabulary, and guided questions that require them to express an opinion, retell a story, talk about information shown in a graph, understand extended listening passages, including those that present academic information, and ask questions in English accurately and appropriately.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Facilitator:

Sue Weber

Participants:

The LLT and MTSS/RtI Leadership Team along with administrators and ESOL teachers will be responsible for the monitoring of the implementation of the identified strategies.

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

Following FCIM, implementation of students' work products and assessments reflecting students' abilities to express an opinion, retell a story, and talk about information shown in a graph, understand extended listening passages, including those that present academic information and ask questions in English accurately and appropriately.

Person or Persons Responsible

The Literacy Leadership Team, Reading Coach, MTSS/RtI, Principal, Administration, and Department Chairperson

Target Dates or Schedule

Bi-monthly observation with monthly meetings (the first and third Friday of every month) of the Literacy Leadership Team and MTSS/RtI Team

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, lesson plans, quizzes, tests, online learning progress reports, student work products, and minutes and notes from the monthly meetings

Plan to Monitor Effectiveness of G1.B8.S1

FCIM will be implemented to analyze students' responses on work samples quizzes/assessments that reveal student's ability to present academic information, use oral vocabulary, and guided questions to express an opinion, retell a story, and talk about information shown in a graph, and understand extended listening passages

Person or Persons Responsible

Teachers with the support of The Literacy Leadership Team, Reading Coach, Administration, Principal, Department Chairperson, and MTSS/RtI Team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, quizzes, tests, online learning reports, and student work products on targeted reading strategies.

G1.B9 Data from the 2013 administration of the Florida Comprehensive English Language Learning Assessment (CELLA) Reading indicated students scores were 28% and our goal is to increase this score by 7 percentage points to our target score of 35% on the 2014 CELLA. Reading was the area that demonstrated the greatest deficiency on all CELLA sub-tests.

G1.B9.S1 Students will listen to, read, and discuss a variety of text, use context clues and graphics to determine the meaning of unknown words, identify new vocabulary that is introduced and taught directly, categorize key vocabulary, recognize and use prefixes, suffixes, and root words, identify word relationships (e.g. common analogies) and their meaning.

Action Step 1

Students will be taught to recognize and distinguish between speech sounds, recognize common words and read them aloud, recognize and distinguish speech sounds to recognize common words, and decode multi-syllabic words to aid in reading fluency to enhance understanding of passages, including passages that present academic information using tier 3 words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plansT

Action Step 2

Teachers will implement research-based vocabulary instruction using effective instructional strategies such as: Context Clue method and Concept of Definition Maps. Instructional strategies will include: personal dictionaries, common morpheme chart, instruction in shades of meaning and context, vocabulary word maps, instruction in affixes, synonyms, antonyms, and multiple meaning words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Action Step 3

Teachers will assist students with acquiring vocabulary skills using the following strategies and graphic organizers: •Reciprocal Teaching •Modeling•Graphic organizers•Task Cards•Timeline •Survey/Question/Read/Recite/Review (SQ3R) s•Think-alouds•Illustrations/Diagrams•K-W-L (Know/ Wantstoknow/Learned)•AudioBooks•Videos/CDs•Visualization•Verbal Clues/Pictures•Concept of Definition Maps,•Frayer model•Word-Learning Strategies•Contextual Analysis•Predict-Association-Verification-Evaluation (PAVE) procedure•Semantic Feature Analysis, Semantic Maps•Word-Meaning Recall•Greek and Latin Root Words•Morphemic Analysis and Common Morpheme Chart•Word Arrays•Heritage Language/English Dictionary•Picture Walk & Prediction•Readers Theater•Multiple Meaning Chart•Isabel Beck's Three Tiered Vocabulary•Spectrum of a Word Method•Tiered Vocabulary

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Facilitator:

Sue Weber, Reading Coach

Participants:

Teachers

Action Step 4

Teachers will provide students with multiple strategies to develop grade appropriate vocabulary, listen to, read, and discuss stories and informational text, identifying the correct meaning of a word with multiple meanings in context, determine the meaning of a word with multiple meanings (e.g. homographs) in text, use phonics skills to decode unknown words, determine the meaning of unknown words using a dictionary and digital tools. Students will use familiar pictures, symbols, or words to complete real-world tasks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Action Step 5

Students will use visual displays (i.e., graphs, charts, photos) in lessons & assignments to support the oral or written message (Visual/graphic organizers should be used before presenting a reading passage); “Chunking” (learning set phrases or “chunks” of related language); QAR when developing comprehension questions (helping students to identify different question types, and teaching text organization); Use task cards as visual aids; Vocabulary Improvement Strategy, practice phonemic awareness, meaningful activities such as language games, engage in activities to learn vocabulary words and concepts that are important to the excerpt, practice fluency passages, guided repeated oral reading, Activate Prior Knowledge, word banks and vocabulary notebooks, use of cognates, Brainstorming, participating in read-alouds of big books, and listen repeatedly to books read aloud in order to gain fluency in English, provide opportunities to develop literacy skills in their home language, as well as in English, practice explicitly taught research-based comprehension strategies, modeling "thinking aloud," and stopping often in the text to question and summarize.

Person or Persons Responsible

ESOL teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

Facilitator:

Sue Weber

Participants:

ESOL teachers will be responsible for the monitoring of the implementation of the identified strategies.

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

Following FCIM, implementation of students' work products and assessments reflecting students ability to use context clues, read and understand passages that present academic information and identify word relationships.

Person or Persons Responsible

The Literacy Leadership Team, Reading Coach, MTSS/RtI, Principal, Administration, and Department Chairperson

Target Dates or Schedule

Bi-monthly observation with monthly meetings (the first and third Friday of every month) of the Literacy Leadership Team and MTSS/RtI Team

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, lesson plans, quizzes, tests, online learning progress reports, student work products, and minutes and notes from the monthly meetings

Plan to Monitor Effectiveness of G1.B9.S1

FCIM will be implemented to analyze students’ responses on work samples quizzes/assessments that reveal students' ability to use strategies for understanding new vocabulary words, distinguish speech sounds, and use context clues and graphics to determine the meanings of unknown words.

Person or Persons Responsible

Teachers with the support of The Literacy Leadership Team, Reading Coach, Administration, Principal, Department Chairperson, and MTSS/RtI Team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, quizzes, tests, online learning reports, and student work products on targeted reading strategies.

G1.B10 Data from the 2013 administration of the Florida Comprehensive English Language Learning Assessment (CELLA) Writing, indicated that Writing and was the second greatest area of weakness for English Language Learners. Data from the 2013 CELLA indicated a score of 28% and our goal is to increase this score by 7 percentage points to our target score of 35% on the 2014 CELLA.

G1.B10.S1 Students will learn spelling strategies and how to illustrate and label key concepts when writing; Students will practice process writing and be instructed on how to write in steps: planning, drafting, revising, editing, and publishing; Students will respond to writing and reading by using response journal/logs; write textbook chapter summaries; summarize while reading to monitor understanding of the content, and to reread the information that they did not recall.

Action Step 1

Explicit instruction will include appropriate grammar and language conventions. Other strategies and resources will include:•Dialogue and personal Journals •Reading response journal logs•Self-generated writing rubrics•Letter Writing •Illustrating and labeling •Rubrics Writing Prompts •Process Writing •Graphics Organizers•Summarizing. Students will practice the writing process (planning, drafting, revising, editing, and publishing) using both expository and persuasive prompts (secondary) or narrative or expository (elementary). Students will revise and edit their responses overtime and view anchor papers and use the writing rubric to improve their final products.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students writing portfolios, journals, logs, writing prompt work samples, , homework, quizzes, and online learning activities.

Action Step 2

Selective underlining will be emphasized to create a summary paragraph and use the key words or phrases to identify only the Who, What, When, Where, Why, and How. Students will be instructed on strategies to draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing products, journals, responses to writing prompts or responses to literature, tests, lesson plans.

Action Step 3

Students will be taught strategies to revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation. Students will write successively shorter summaries, constantly refining and reducing their written piece until only the most essential and relevant information remains. They can start off with half a page; then try to get it down to two paragraphs; then one paragraph; then two or three sentences; and ultimately a single sentence.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students writing portfolios, journals, logs, writing prompt work samples, , homework, quizzes, and online learning activities.

Facilitator:

Sue Weber, Reading Coach

Participants:

ELL Teachers

Action Step 4

Writing prompts will be used effectively by the teacher of ELLs to give students ideas that will motivate them into the process of writing. This in turn will allow students to see writing as an ongoing process involving several steps such as: planning, drafting, revising, editing, and publishing. Students' writing samples will include generating narrative, expository, persuasive, or reference papers. Students will produce written documents that can be scored on content or language components as a written sample. It can be scored with a rubric or rating scale. This writing sample can determine what writing process the student needs more direct instruction.

Person or Persons Responsible

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students writing portfolios, journals, logs, writing prompt work samples, , homework, quizzes, and online learning activities.

Facilitator:

Sue Weber, Reading Coach

Participants:

ELL Teachers

Action Step 5

Students will be provided additional practice answering questions related to English grammar, sentence structure, and word choice in order to write descriptive sentences, questions, and paragraphs. and gain the ability to identify errors in grammar, mechanics and word choice when editing. Students will be given explicit instruction on editing for the correct usage of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' writing portfolios, journals, logs, writing prompt work samples, , homework, quizzes, and online learning activities.

Facilitator:

Sue Weber

Participants:

ELL Teachers

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

Following FCIM, implementation of students' work products and assessments reflecting students' abilities to demonstrate skill in the writing process (plan, draft, revise, edit, and publish)

Person or Persons Responsible

The Literacy Leadership Team, Reading Coach, MTSS/RtI, Principal, Administration, and Department Chairperson

Target Dates or Schedule

Bi-monthly observation with monthly meetings (the first and third Friday of every month) of the Literacy Leadership Team and MTSS/RtI Team

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, lesson plans, quizzes, tests, online learning progress reports, student work products, and minutes and notes from the monthly meetings

Plan to Monitor Effectiveness of G1.B10.S1

FCIM will be implemented to analyze students' responses on work samples demonstrating the students' abilities to execute the writing process effectively.

Person or Persons Responsible

Teachers with the support of The Literacy Leadership Team, Reading Coach, Administration, Principal, Department Chairperson, and MTSS/RtI Team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, quizzes, tests, online learning reports, and student work products on targeted reading strategies.

G2. The reading goal for Postsecondary Readiness is to increase the reading target score by 10% points on the 2014 Post Secondary Readiness Test (P.E.R.T.) Students will improve their reading/writing competencies needed for college success.

G2.B1 The percentage of college ready students in reading demonstrates a deficiency as noted on the 2013 administration of the Post Secondary Education Readiness Test (P.E.R.T.). These students need additional exposure to discerning the most important ideas, events, or information, and summarize them accurately and concisely. These students also need additional practice determining word meanings and phrases in context, including connotative meanings and figurative language, determining facts/opinions, and author's purpose/point of view.

G2.B1.S1 Students will be provided opportunities to analyze how the text's organizational structure presents the argument, explanation, or narrative, apply knowledge and concepts gained through reading complex text through various genres to build more coherent understanding of a subject, inform reading of additional texts, and solve higher analytic thinking problems presented in the text. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on how to analyze how the text's organizational structure presents the argument, explanation, or narrative, apply knowledge and concepts gained through reading complex text through various genres to build more coherent understanding of a subject, inform reading of additional texts, and solve higher analytic thinking problems presented in the text through individual tutoring, online intervention programs and use of the extended learning modules.

Action Step 1

Students will be provided instructional strategies to close read, analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.Teachers will use the following useful instructional resources/strategies: •Reciprocal Teaching •Graphic organizers•Author's intent/prupose chart•Task Cards•Content Frame•QAR (Question, Answer, Relationship)•DRTA (Directed Reading/Thinking Thinking Activity) •Problem solving graphic organizers (Problem-Solution Frame)•One Sentence Summarizers •Story Maps•GIST (Generating Interactions between Schemata and Text) to teach students to create summaries, teach implied message, inference, author's perspective/bias and summarizing•Main Idea Table•Summary Pyramid•Power Notes, Two-Column Notes (main idea, details, conclusion, support)•Text Feature Chart •Text Feature Analysis•Note-taking skills (two column note, etc.)•Conclusion support•Opinion Proofs •Reciprocal teaching•Question-Answer Relationships•Highlighting•Close reading of complex Text•Story maps•Narrative Arch•Turning Point Graphic•Character Charts•Understanding Literary Devices •Page-by-Page graphic organizers

Person or Persons Responsible

Teachers with the support of the reading coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of practice tests will be reviewed to ensure progress is being made to make adjustments in instruction as needed.

Action Step 2

Students will be provided a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, interacting with the text and understand various text structures and summarizing the text. Students will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.

Person or Persons Responsible

Teachers with the support of the reading coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of practice tests, online programs, quizzes, and assessments will be reviewed to ensure progress is being made to make adjustments in instruction as needed.

Action Step 3

Students will be taught strategies to: close read, compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyze the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film), cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text and compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. Students will be taught strategies to analyze the structure that an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas as well as delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient; identify false statements and fallacious reasoning Students will use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Person or Persons Responsible

Teachers of the College Readiness Students and department chair with the support of the reading coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of practice tests, online programs, quizzes, and assessments will be reviewed to ensure progress is being made to make adjustments in instruction as needed.

Facilitator:

Sue Weber, Reading Coach

Participants:

Teachers

Action Step 4

Students will be provided additional opportunities to provide support or challenging assertions about the text by citing evidence in the text explicitly and determine what can be inferred logically from the text. These students also need more instruction in analyzing how to or more texts with different styles, points of view, or arguments address similar topics, determine author's purpose, distinguish between fact and opinions, and determine when, where, and why events unfold in the text, and explain how they relate to one another. Students will need additional strategies to evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of formative and informative assessment data and results of practice tests will be reviewed to ensure progress is being made to make adjustments in instruction as needed.

Action Step 5

Students will interpret literary work by describing an author's use of literary elements, identify, explain, locate, analyze, and evaluate information form text features (e.g. transitional devices, words/phrases, glossary, table of contents, headings, graphs, charts, illustrations, subheadings, and bold or italicized text).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of practice tests, online programs, quizzes, and assessments will be reviewed to ensure progress is being made to make adjustments in instruction as needed.

Facilitator:

Sue Weber

Participants:

Teachers

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

Following FCIM, implementation of students work products and assessments reflecting students' abilities to analyze and develop an interpretation of a literary work by describing an author’s use of literary elements, identify, explain, locate, analyze, and evaluate information form text features

Person or Persons Responsible

The Literacy Leadership Team, Reading Coach, MTSS/RtI, Principal, Administration, and Department Chairperson

Target Dates or Schedule

Bi-monthly observation with monthly meetings (the first and third Friday of every month) of the Literacy Leadership Team and MTSS/RtI Team

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, lesson plans, quizzes, tests, online learning progress reports, student work products, and minutes and notes from the monthly meetings

Plan to Monitor Effectiveness of G2.B1.S1

FCIM will be implemented to analyze students’ responses on work samples quizzes/assessments that reveal students' ability to identify, explain, locate, analyze, and evaluate information form text features (e.g. transitional devices, words/phrases, glossary, table of contents, headings, graphs, charts, illustrations, subheadings, and bold or italicized text).

Person or Persons Responsible

Teachers with the support of The Literacy Leadership Team, Reading Coach

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products on targeted reading strategies.

G3. Results of the 2013 FCAT Writing (gr 4& 8) indicated that 31% of students scored a Level 3.5-6.0. This year's goal is to increase our target score by 7 % to 38%. Our FAA goal is to improve levels 4 & up by 8% points to 32%.

G3.B1 As demonstrated on the 2013 FCAT Writing, 31% of our students were proficient (levels 3.5-6).They need to improve their overall proficiency score by 7 percentage points to 38%. Students need additional practice with support, planning, organizational patterns, sentence variety, as well as proper conventions and they often have difficulty writing with voice and avoiding formulaic style writing.

G3.B1.S1 Students will be taught the 6 traits of writing and the writing process and be provided with exemplar models of writing (mentor or authentic text) to be read, analyzed, & evaluated. Exemplary text will be read in order to emulate coherent writing to assist with creating informative, persuasive or explanatory texts, to help examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Action Step 1

Teachers will review student writing samples and assist them to edit and revise the final product using the state’s rubric.Use the Writing Pretest throughout the year as needed to assess the writing skills of these students and place them into intervention programs and tutoring as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work portfolios, formal and informal assessments, sample work products, journals, logs, writing portfolios

Action Step 2

Students will practice six traits of good writing and the writing process (prewriting, drafting, editing ,revising & publishing). Grammar and conventions will be taught. Students will receive extra support in focus, organization, support and/or conventions. Students will be encouraged to develop and maintain a writer's notebook/folder to:include table of contents, list possible topics for first drafts, Determine purpose and audience (to communicate, write a compare & contrast/or a cause & effect paragraph), write a problem solution paragraph, inform,entertain and persuade.Students will use organizational strategies to make a plan for writing such as:Telling or sharing personal stories or memories out loud, graphic organizers, linear organizers, timelines, storyboards, drawing simple pictures, KWL chart and logs,and answering essential questions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work portfolios, formal and informal assessments, sample work products, journals, logs, writing portfolios

Facilitator:

Sue Weber, Reading Coach

Participants:

Teachers

Action Step 3

Teachers will assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). Students will revise for clarity of content, organization, and word choice, Incorporate a selection of sentence variety and sentence combining activities, use words and phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work portfolios, formal and informal assessments, sample work products, journals, logs, writing portfolios

Action Step 4

Teachers will have students review word choice and how connotations and denotations of words impact meaning; Students may use sensory chart to appeal to emotions and word array activities. Students will support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources, use words, phrases and clauses to create cohesion and clarify the relationships among claims, counter claims, reasons, and evidence and establish and maintain a formal style providing a concluding statement or section that follows from the supports the argument presented.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work portfolios, formal and informal assessments, sample work products, journals, logs, writing portfolios

Action Step 5

Students will edit for correct spelling of high frequency and phonetically regular words, use highlighters to edit for capitalization, including but not limited to proper nouns, the pronoun “I,” and the initial word of sentences, review writing samples to have students identify sentence structures, punctuation, subject/verb agreement and pronoun referent errors.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work portfolios, formal and informal assessments, sample work products, journals, logs, writing portfolios

Facilitator:

Sue Weber, Reading Coach

Participants:

Teachers

Action Step 6

Teachers will provide mentor text to teach the writer about aspects of writer's craft and infuse lessons on improving focus, organizations, support and conventions. Mini-lessons will be used that instruct sentence combining, precise word choice, grammar, sentence elements, conventions, transitions, strong verbs, descriptive attributes, sensory details, sentence variation, dialogue, voice and comparisons will be provided.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work portfolios, formal and informal assessments, sample work products, journals, logs, writing portfolios

Facilitator:

Sue Weber

Participants:

Teachers of English/Language Arts

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

Following FCIM, implementation of students work products and assessments demonstrating the students' writing skills with the writing process and the six traits of writing.

Person or Persons Responsible

The Literacy Leadership Team, Reading Coach, MTSS/RtI, Principal, Administration, and Department Chairperson

Target Dates or Schedule

Bi-monthly observation with monthly meetings (the first and third Friday of every month) of the Literacy Leadership Team and MTSS/RtI Team

Evidence of Completion

Data from formal and informal assessments, writing prompt samples, lesson plans, quizzes, tests, online learning progress reports, student work products, and minutes and notes from the monthly meetings

Plan to Monitor Effectiveness of G3.B1.S1

Teachers will review student writing samples and assist them to edit and revise the final product using the state's rubric.

Person or Persons Responsible

Teachers with the support of The Literacy Leadership Team, Reading Coach

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, writing prompt samples, quizzes, tests, online learning reports, and student work products on targeted reading strategies.

G3.B2 As indicated on the 2013 FAA, 24% of our students were proficient on the FAA Writing test. Our goal is to improve that percentage by 8 percentage points to 32%. Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.

G3.B2.S1 Teachers will be trained to effectively implement Access Points and to use assistive technology to effectively implement the access points. Students will use graphic organizers with pictures to draft their writing ideas. Teachers will show students how to use resources to facilitate writing (i.e. dictionaries, thesaurus). Students will be allowed to dictate written responses.

Action Step 1

Students will be provided a multi-sensory approach curriculum based on profound cognitive disabilities.Students taking the Florida Alternate Assessment Writing test in grades 4, 8, and 10 need more successful experience using strategies such as dictating responses and using assistive technology. Students will learn to: use visuals with sentences to facilitate matching them to an appropriate topic. Students will use picture cards to create sentences and paragraphs on topic and use assistive technology for students that are unable to physically write. Students must have continuous repetition/practice when learning writing concepts.

Person or Persons Responsible

Intellectual Disabilities Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work portfolios, sample work products, journals, logs, diaries, sample essays, progress summaries from online learning (i-Ready), teacher observational data.

Action Step 2

Students must be provided visual choices as represented in the Florida Alternate Assessment (FAA), Students will use graphic organizers with pictures to draft their writing ideas and they will know how to use resources to facilitate writing such as a thesaurus. Students' written responses can be dictated and developed creatively with writing through journaling, letter writing, and/or applications and resumes. Students will be able to use Smart Board Technology to access the content related to writing objectives. Students need picture communication symbols, picture exchange communication systems, and real objects for the development of vocabulary, expressive and receptive language, and basic writing concepts.

Person or Persons Responsible

Teachers of Intellectually Disabled Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work portfolios, sample work products, journals, logs, diaries, sample essays, progress summaries from online learning (i-Ready), teacher observational data.

Action Step 3

Strategies and assistive technology will be provided to promote writing skills and close monitoring of various measures of student learning and use of feedback to make instructional adjustments as needed. Students will use assistive technology such as white boards, computers, communication devices to assist with the writing process.

Person or Persons Responsible

Teachers of Intellectually Disabled Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work portfolios, sample work products, journals, logs, diaries, sample essays, progress summaries from online learning (i-Ready), teacher observational data.

Facilitator:

Maria Corbin

Participants:

Teachers of the Intellectually Disabled

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

Following FCIM, implementation of students' work products and assessments reflecting students' abilities to use graphic organizers and resources to facilitate writing.

Person or Persons Responsible

Principal, Literacy Leadership Team, Intellectual Disabilities Department Chairperson, administration, Literacy Leadership Team Reviews, Teacher Observations,

Target Dates or Schedule

Bi-monthly observation with monthly meetings (the first and third Friday of every month) of the Literacy Leadership Team and MTSS/RtI Team

Evidence of Completion

Data from formal and informal assessments, lesson plans, quizzes, tests, online learning progress reports, student work products, and minutes and notes from the monthly meetings

Plan to Monitor Effectiveness of G3.B2.S1

FCIM will be implemented to analyze students’ responses on work samples demonstrating students' abilities to use graphic organizers with pictures, draft their writing ideas and how to use resources to facilitate writing such as a thesaurus.

Person or Persons Responsible

Teachers with the support of Literacy Leadership Team, Intellectual Disabilities Department Chairperson, Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products on targeted reading strategies.

G4. Results of the 2013 FCAT Writing for grade 10 indicate that 31% of students scored a Level 3.5-6.0. Our goal for 2014 is to increase this by 7 % points to 38 %. Our FAA goal in 2014 is to improve students scoring 4 and above by at least 8% to 32%.

G4.B1 As demonstrated on the 2013 FCAT Writing, 31% of our students were proficient (levels 3.5-6).m Our goal is to improve this overall score by 7 percentage points to 38%. Students who are proficient in writing still need additional practice with support, planning, organizational patterns, sentence variety, as well as proper conventions and they often have difficulty writing with voice and avoiding formulaic style writing.

G4.B1.S1 Teachers will provide students with additional practice on Persuasive and Expository writing by providing samples of good models of writing (mentor or authentic text) to be read, analyzed, & evaluated. Students will read exemplary text to emulate coherent writing and write informative, persuasive or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Action Step 1

Students will improve their writing skills by being encouraged to develop and maintain a writer's notebook/folder to include a table of content, list possible topics for first drafts, determine purpose and audience as to communicate,write a compare & contrast/or a cause & effect paragraph, write a problem solution paragraph, inform, entertain and persuade.Students will use organizational strategies to make a plan for writing such as telling or sharing personal stories or memories out loud, use graphic organizers, use linear organizers,timelines, storyboards, drawing simple pictures, KWL chart and logs, and answering essential questions.Teachers will model and conduct mini lessons targeted on writer's craft techniques using the writing process (prewriting, drafting, editing ,revising & publishing) to develop the students' writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Samples of student writing, responses to practice writing Prompts, ongoing running records of students' writing products.

Action Step 2

Teachers will assist students to identify the purpose and intended audience for writing and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). Students will revise for clarity of content, organization, and word choice, incorporate a selection of sentence variety and sentence combining activities, use words and phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence. Students will edit for correct spelling of high frequency and phonetically regular words, using a word bank or dictionary. Students will use highlighters to edit for capitalization, including but not limited to, proper nouns, the pronoun “I,” and the initial word of sentences, and review writing samples to have students identify sentence structures, punctuation, subject/verb agreement and pronoun referent errors.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Samples of student writing, journals, responses to practice writing Prompts, ongoing running records of students' writing products.

Action Step 3

Teachers will have students, review word choice, how connotations and denotations of words impact meaning; Students may use sensory charts to appeal to emotions and word array activities. Students will support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources and practice six traits of good writing and the writing process (prewriting, drafting, editing, revising & publishing).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Samples of student writing, journals, responses to practice writing Prompts, ongoing running records of students' writing products

Action Step 4

Teachers will have students use words, phrases and clauses to create cohesion and clarify the relationships among claims, counter claims, reasons, and evidence and establish and maintain a formal style providing a concluding statement or section that follows from the supports the argument presented. Teachers will review student writing samples and assist them to edit and revise the final product using the state's rubric. Students need extra support in focus, organization, support and/or conventions

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Samples of student writing, journals, responses to practice writing Prompts, ongoing running records of students' writing products

Action Step 5

Teachers will use the Writing Pretest or response to literature throughout the year as needed to assess the writing skills of these students and provide feedback. Teachers will assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (entertain, inform, communicate, persuade). Students will revise for clarity of content, organization, and word choice, incorporate a selection of sentence variety and sentence combining activities, use words and phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Samples of student writing, journals, responses to practice writing Prompts, ongoing running records of students' writing products

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

Following FCIM, implementation of students' work products and assessments and the student's abilities to emulate coherent writing for informative, persuasive or explanatory text and have focus and use conventions correctly

Person or Persons Responsible

The Literacy Leadership Team, Reading Coach, MTSS/RtI, Principal, Administration, and Department Chairperson

Target Dates or Schedule

Bi-monthly observation with monthly meetings (the first and third Friday of every month) of the Literacy Leadership Team and MTSS/RtI Team

Evidence of Completion

Data from formal and informal assessments, lesson plans, quizzes, tests, online learning progress reports, student work products, and minutes and notes from the monthly meetings

Plan to Monitor Effectiveness of G4.B1.S1

FCIM will be implemented to analyze students’ responses on work samples quizzes and writing samples demonstrating skills in support, conventions, focus and organization.

Person or Persons Responsible

Teachers with the support of The Literacy Leadership Team, Reading Coach

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, Interim Assessments, quizzes, tests, online learning reports, and student work products on targeted reading strategies.

G4.B2 As indicated on the 2013 FAA, 24% of our students scored levels 4-9 on the FAA Writing test. Our goal is to improve this amount by 8 percentage points to 32%. Due to the students' disabilities, a variety of communication methods are needed for students to access their education and the access points. These students need successful experience using strategies such as dictating responses and accessing more assistive technology.

G4.B2.S1 Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points. Students are in need of a multi-sensory approach curriculum based on profound cognitive disabilities. Students taking the Florida Alternate Assessment Writing test in grade 10 need more successful experience using strategies such as dictating responses and using assistive technology.

Action Step 1

Teachers will be trained to effectively implement Access Points and to use assistive technology to effectively implement the access points. Students will use graphic organizers with pictures to draft their writing ideas. Teachers will show students how to use resources to facilitate writing (i.e. dictionaries, thesaurus) and allow students to dictate written responses. Students will learn to: use visuals with sentences to facilitate matching them to an appropriate topic. Students will use picture cards to create sentences and paragraphs on topic and use assistive technology for students that are unable to physically write. Students must have continuous repetition/practice when learning writing concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Samples of student work, samples of final writing products completed from Unique Skill lessons, online data from i-Ready online learning,

Action Step 2

Students must be provided visual choices as represented in the Florida Alternate Assessment (FAA). Students will use graphic organizers with pictures to draft their writing ideas and they will know how to use resources to facilitate writing such as a thesaurus. Students' written responses can be dictated and developed creatively with writing through journals, letter writing, and/or applications and resumes. Students will be able to use Smart Board Technology to access the content related to writing objectives.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Samples of student work, samples of final writing products completed from Unique Skill lessons, online data from i-Ready online learning,

Action Step 3

Students need picture communication symbols, picture exchange communication systems, and real objects for the development of vocabulary, expressive and receptive language, and basic writing concepts. Students must be provided visual choices as represented in the Florida Alternate Assessment (FAA). Students will use graphic organizers with pictures to draft their writing ideas and they will know how to use resources to facilitate writing such as a thesaurus.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Samples of student work, samples of final writing products completed from Unique Skill lessons, online data from i-Ready online learning,

Action Step 4

Strategies and assistive technology will be provided to promote writing skills. Close monitoring of various measures of student learning and the use of feedback will be utilized to make instructional adjustments as needed. Students will use assistive technology such as computers and communication devices to assist with the writing process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Samples of student work, samples of final writing products completed from Unique Skill lessons, online data from i-Ready online learning,

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

Following FCIM, implementation of students, work products and assessments reflecting students' abilities to utilize strategies using the writing process.

Person or Persons Responsible

The Literacy Leadership Team, Reading Coach, MTSS/RtI, Principal, Administration, and Department Intellectual Disabilities Chairperson

Target Dates or Schedule

Bi-monthly observation with monthly meetings (the first and third Friday of every month) of the Literacy Leadership Team and MTSS/RtI Team

Evidence of Completion

Data from formal and informal assessments from unique learning, lesson plans, quizzes, tests, online,i-Ready learning progress reports, student work products, and minutes and notes from the monthly meetings

Plan to Monitor Effectiveness of G4.B2.S1

FCIM will be implemented to analyze students' responses on work samples, quizzes/assessments that reveal student's writing skills, student work products..

Person or Persons Responsible

Teachers with the support of The Literacy Leadership Team, Reading Coach

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from student writing samples, teacher observational checklists, online progress summaries from online learning, quizzes, tests, online learning reports, and student work products on targeted reading strategies.

G5. In 2013, 24% of our students scored 3 or higher on FCAT or Math EOCs, or 4 or higher on the Florida Alternate Assessment (FAA). In 2014, our target goal is for 28% of these students to score 3 or above on the FCAT, EOC, or 4 or above on the FAA.

G5.B1 The Hispanic subgroup will improve their target score by 24 percentage points from 12% to 36% scoring level 3 or above. Their least proficient area was Reporting Category 1: Number Operations, Relationships, Problems, and Statistics. The Black/African American students will improve their target score from 17% to 37%, a 20 percentage point increase. Their least proficient area was Reporting Category 3: Geometry and Measurement. The Students with Disabilities will improve their target score from 13% to 36%. Their least proficient area was Reporting Category 2: Fractions, Expressions & Equations. The Economically Disadvantaged will improve their target score from 6% to 38%. Their least proficient area was Reporting Category 3: Geometry & Measurement. The English Language Learners will improve their score from 25% to 33%. Their least proficient area was Reporting Category 1: Number Operations, Relationships, Problems, and Statistics.

G5.B1.S1 Hispanic students will construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data (including data collected through observations, surveys, and experiments) and use them to solve problems; the collected data and the intent of the data collection will determine the choice of data display.

Action Step 1

These students will analyze graphs with words such as most, least, minimum, and maximum to provide a conceptual foundation for the more formal terms such as mode and range that they will learn in later grades.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 2

Students will perform data analysis to make and state conclusions and predictions based on data in order to compare and determine appropriate scale increments dependent upon the range of the data, and identify different parts of a graph.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, lesson plans

Action Step 3

Students will construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data (including data collected through observations, surveys, and experiments) and use them to solve problems, make predictions and draw conclusions.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, lesson plans

Facilitator:

S. Blum

Participants:

Teachers

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

Implementation of students' products and assessments reflecting the constructions and analysis of a variety of graphs and performance of data analysis.

Person or Persons Responsible

The Leadership Teams, MTSS/RtI , Principal, Administration, and Department Chairperson will monitor student progress.

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Leadership Team, teachers, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G5.B1.S2 Black/African American students will complete problems involving measurement and geometric concepts. These students will be provided additional opportunities to solve problems involving perimeters, special triangles, perimeter, prisms, circumference, volume, Pythagorean theorem, capacity, surface/lateral area, scale, geometry concepts ratios/proportional relationships, equations and functions algebraic concepts, solving real-world problems using properties of equality, law of exponents, scientific notation, radical expressions and absolute value, simplifying expressions using order of operations, including exponents and/or parentheses, and identifying a set of discrete or continuous data.

Action Step 1

Black/African American students will construct and analyze tables, graphs and equations to describe linear functions and other simple relations using both common language and algebraic notation. They will solve problems to reflect their understanding of geometric and measurement concepts. Students will use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, Pythagorean Theorem, area, volume, surface area, perimeters, special triangles, perimeter, prisms, circumference, volume.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 2

Students will describe, analyze, compare, classify, and draw models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects. They will solve problems reflecting their understanding of perimeter, Pythagorean Theorem, area, surface area, special triangles, prisms, circumference, and volume.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Implementation of students products and assessments reflecting topics of: perimeters, special triangles, perimeter, prisms, circumference, volume, Pythagorean theorem, capacity, surface/lateral area, scale, and geometry concepts and ratios/proportional relationships, equations and functions algebraic concepts, solving real-world problems using properties of equality, law of exponents, scientific notation, radical expressions and absolute value, simplifying expressions using order of operations, including exponents and/or parentheses, and identifying a set of discrete or continuous data.

Person or Persons Responsible

The Leadership Team, the MTSS/RtI , Principal, the administration, and Department Chairperson will monitor student progress

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G5.B1.S2

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

The Leadership Team, teachers, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G5.B1.S3 Students with Disabilities will solve problems involving algebraic concepts, real-world problems using properties of equality, simplifying expressions using order of operations, including exponents and/or parentheses, and identify a set of discrete or continuous data that includes practicing the use of mathematics terminology.

Action Step 1

Elementary students will be provided the following strategies: Grade K – Students will describe their physical world using geometric ideas; describe and compare measurable attributes; identify, name, and describe basic two-dimensional shapes, as well as three-dimensional shapes; and use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. Grade 1 – Students will compose and decompose plane or solid figures and build understanding of part-whole relationships as well as the properties of the original and composite shapes; recognize shapes from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different; perform measurements, solve problems involving lengths, telling and writing time. Grade 2 – Students will solve problems involving the measure and estimate of lengths in standard units; time and money; describe and analyze shapes by examining their sides and angles; investigate, describe, and reason about decomposing and combining shapes to make other shapes; and through building, drawing, and analyzing two- and three-dimensional shapes, develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades. Grade 3 – Students will solve problems, describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; select appropriate units, strategies and tools to solve problems involving perimeter; measure objects using fractional parts; and tell time and determine the amount of time elapsed. Grade 4 – Students will solve problems involving area of two-dimensional shapes; classify angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation. Grade 5 – Students will analyze and describe three-dimensional shapes and their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools and precision in measurement; and derive and apply formulas for area.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 2

Middle School Economically Disadvantaged students will collect and analyze data. Students will select, organize, and construct the most appropriate display for a given set of data and analyzing how the measures of central tendency and variability of a data set are affected by including or excluding additional data points. Students will construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data (including data collected through observations, surveys, and experiments) and use them to solve problems.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 3

Students will analyze and compare data to make conclusions and predictions. Students will determine appropriate scale increments dependent upon the range of the data, and identify different parts of a graph.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 4

Students will use literature in mathematics to grasp measurement concepts and make connections with real-world situations. Students will use journals reflecting upon the math they learned and use technology (such as Gizmos, Kahn Academy, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop students' algebraic thinking skills

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

S. Blum

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Implementation of students' products and assessments reflecting algebraic concepts, solving real-world problems using properties of equality, simplifying expressions using order of operations, including exponents and/or parentheses, and identifying a set of discrete or continuous data including practice using mathematics terminology.

Person or Persons Responsible

The Leadership Team, MTSS/RtI , Principal, administration, and Department Chairperson will monitor student progress

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G5.B1.S3

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

The Leadership Team, teachers, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G5.B1.S4 The Economically Disadvantaged Students will identify, name, construct and analyze two and three dimensional shapes using sides and angles, including classifying types of quadrilaterals. They will practice the metric system, find perimeter of polygons, measurement, time in hours, weeks, months or years, and apply formulas for solving problems dealing with area of parallelograms, triangles, and trapezoids using manipulatives.

Action Step 1

Elementary Economically Disadvantaged students will: Grade K – Students will describe their physical world using geometric ideas; describe and compare measurable attributes; identify, name, and describe basic two-dimensional shapes, as well as three-dimensional shapes; and use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. Grade 1 – Students will compose and decompose plane or solid figures and build understanding of part-whole relationships as well as the properties of the original and composite shapes; recognize shapes from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different; and develop the background for measurement, from knowing how to measure lengths indirectly and by iterating length units, and telling and writing time. Grade 2 – Students will measure and estimate lengths in standard units; work with time and money; describe and analyze shapes by examining their sides and angles; investigate, describe, and reason about decomposing and combining shapes to make other shapes; and through building, drawing, and analyzing two- and three-dimensional shapes, develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades. Grade 3 – Students will describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; select appropriate units, strategies and tools to solve problems involving perimeter; measure objects using fractional parts; and tell time and determine the amount of time elapsed. Grade 4 – Students will solve problems involving area and determine the area of two-dimensional shapes; classify angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice-versa. Grade 5 – Students will describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools and precision in measurement; and derive and apply formulas for area.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

S. Blum

Participants:

Teachers

Action Step 2

Middle School Economically Disadvantaged students will collect and analyze data. Students will select, organize, and construct the most appropriate display for a given set of data and analyze how the measures of central tendency and variability of a data set are affected by including or excluding additional data points. Students will construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data (including data collected through observations, surveys, and experiments) and use them to solve problems.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

S. Blum

Participants:

Teachers

Action Step 3

Students will analyze data to include (depending on grade level specific standards) making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range of the data grades.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 4

Students will analyze graphs using words such as most, least, minimum, and maximum as a foundation for the more formal terms such as mode and range. Students will perform data analysis, make and state conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range of the data, or identifying different parts of a graph.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 5

Elementary Economically Disadvantaged students will: Grade K – Students will describe their physical world using geometric ideas; compare measurable attributes; identify, name, and describe basic two-dimensional shapes, as well as three-dimensional shapes; and use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. Grade 1 – Students will compose and decompose plane or solid figures and build understanding of part-whole relationships as well as the properties of the original and composite shapes; recognize shapes from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different; and develop the background for measurement, from knowing how to measure lengths indirectly and by iterating length units, and telling and writing time, to gaining an understandings of properties such as congruence and symmetry. Grade 2 – Students will measure and estimate lengths in standard units; work with time and money; describe and analyze shapes by examining their sides and angles; investigate, describe, and reason about decomposing and combining shapes to make other shapes; and through building, drawing, and analyzing two- and three-dimensional shapes, develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades. Grade 3 – Students will describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; select appropriate units, strategies and tools to solve problems involving perimeter; measure objects using fractional parts; and tell time and determine the amount of time elapsed. Grade 4 – Students will solve problems involving area and determine the area of two-dimensional shapes; classify angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice-versa. Grade 5 – Students will describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools and precision in measurement; and derive and apply formulas for area.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

S. Blum

Participants:

Teachers

Action Step 6

Students will collect and analyze data by selecting, organizing, and constructing the most appropriate display for a given set of data and analyzing how the measures of central tendency and variability of a data set are affected by including or excluding additional data points. Students will construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data (including data collected through observations, surveys, and experiments) and use them to solve problems.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

S. Blum

Participants:

Teachers

Action Step 7

Students will solve problems pertaining to data analysis, make and state conclusions and predictions based on data, comparing data, and determine appropriate scale increments dependent upon the range of the data.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 8

Students will analyze graphs with words such as most, least, minimum, and maximum to provide a conceptual foundation for the more formal terms such as mode and range that they will learn in later grades.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Plan to Monitor Fidelity of Implementation of G5.B1.S4

Implementation of students' products and assessments reflecting: identifying two and three dimensional shapes using sides and angles, classifying types of quadrilaterals, metric system, perimeter of polygons, measurement, time in hours, weeks, months or years, area of parallelograms, triangles, and trapezoids.

Person or Persons Responsible

The Leadership Team, the MTSS/RtI , the Principal, the administration, and the Department Chairperson will monitor student progress

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G5.B1.S4

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Teachers, with the support of the leadershipo team, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G5.B1.S5 The English Language Learners will solve real-world problems using properties of equality, practice problems with algebraic concepts, simplify expressions using order of operations, including exponents and/or parentheses, and identify a set of discrete or continuous data. They will use literature in mathematics to provide the necessary meaning to successfully grasp measurement concepts and allow them to make connections with real-world situations.

Action Step 1

Students will write, interpret, and use mathematical expressions and equations. Students will solve problems involving ratios/proportional relationships, equations and functions algebraic concepts, properties of equality, law of exponents, scientific notation, radical expressions and absolute value, simplifying expressions using order of operations, including exponents and/or parentheses, use inductive reasoning strategies that include discovery learning activities, linear equations, and solve mathematical problems graphically.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 2

Students will analyze frequency tables, bar graphs, picture graphs, and line plots from data (including data collected through observations, surveys, and experiments) to solve problems. Students will use technology (such as Gizmos, Kahn Academy, Riverdeep® or the National Library of Virtual Manipulatives).

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 3

Students will use literature in mathematics to make connections with real-world situations. Students will use journals to reflect about the math they learned, or books used as a lesson lead-in, guided practice or closure of the lesson.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Plan to Monitor Fidelity of Implementation of G5.B1.S5

Implementation of students' products and assessments reflecting properties of equality, practice problems with algebraic concepts, simplify expressions using order of operations, including exponents and/or parentheses, and identify a set of discrete or continuous data.

Person or Persons Responsible

The Leadership Team, the MTSS/RtI , the Principal, the administration, and the Department Chairperson will monitor student progress

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G5.B1.S5

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Teachers with the support of the Leadership Team, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G5.B2 Elementary/Middle School Students scoring at Achievement Level 3 will improve their target score from 11% to 24%. Their least proficient area was Reporting Category 3: Geometry and Measurement.

G5.B2.S1 Students will be explore mathematical contexts and develop understanding of geometric and measurement concepts. Students will compose, decompose, describe, analyze, compare, classify, building, and draw models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects.

Action Step 1

Students will identify, name, construct and analyze two and three dimensional shapes using sides and angles, including classifying types of quadrilaterals. Students will solve problems involving perimeters, special triangles, prisms, circumference, volume, Pythagorean Theorem, capacity, surface/lateral area, scale, and geometry concepts.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

S. Blum

Participants:

Teachers

Action Step 2

Students will solve problems involving the metric system, find perimeter of polygons, measurement, time in hours, weeks, months or years, and apply formulas for solving problems dealing with area of parallelograms, triangles, and trapezoids.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 3

Students will extend their learning time by utilizing online, research-based technology programs to increase instructional time beyond the time that teacher and student interact. This includes district provided technology such as Destination Learning, Compass Learning/ Odyssey, FCAT Explorer, Gizmos, and free online programs such as Khan Academy and phschool.com.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

S. Blum

Participants:

Teachers with the support of the administration and MTSS/RtI Leadership Team

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

Implementation of students products and assessments reflecting the constructions and analysis of two- and three-dimensional shapes/objects.

Person or Persons Responsible

The Leadership Team, the MTSS/RtI , Principal, administration, and Department Chairperson will monitor student progress

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Teachers with the support of the Leadership Team,administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G5.B3 Elementary/Middle School Students students scoring at achievement Level 4 or above will improve their target score from 8% to 13%. Their least proficient areas were Numbers/Fractions (elementary) and Expressions & Equations (middle school).

G5.B3.S1 Students will solve context based problems involving: number lines, base ten, fractions, proportions, ratios, equations, proportional relationships, graphs, radical expressions, functions algebraic concepts, simplifying expressions using order of operations, including exponents and/or parentheses, law of exponents, absolute value, identifying a set of discrete or continuous data, scientific notation, and properties of qualities.

Action Step 1

Middle School Level 4 or above students will solve problems involving Algebraic Thinking, ratios/ proportional relationships, equations and functions algebraic concepts, properties of equality, law of exponents, scientific notation, statistics, functions, radical expressions and absolute value, simplifying expressions using order of operations, including exponents and/or parentheses, and identifying a set of discrete or continuous data. Students will explain why a set of data is discrete or continuous.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

S. Blum

Participants:

Teachers

Action Step 2

Middle school students will use number lines, bar and circle graphs to model the concept of dividing fractions, as well as mixed numbers. Students will solve one-step and two-step linear equations, scale factors using ratio and proportion utilizing real-life applications.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 3

Middle school students will translate written descriptions or graphic to an equation, substitute a quantity of equal value for another to solve problems, simplify expressions including exponents and parentheses, and construct and identify an appropriate graph to represent continuous or discrete data. Students will use number lines and bar & circle graphs to model the concept of dividing fractions as well as mixed numbers. Students will complete more rigorous mathematical problems using deductive reasoning strategies to formulate and use different strategies to solve one-step and two-step linear equations, scale factors using ratio and proportion utilizing real-life applications.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 4

Elementary School Level 4 and above Students will identify place value of decimals, base ten, proportional relationships, identify and relate equivalent fractions, compare and order fractions, ratios, solving real world problems using properties of equality, simplify expressions using order of operations, analyze line graphs or double bar graphs and differentiate between the two.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

S. Blum

Participants:

Teachers

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

Implementation of students' products and assessments reflecting number lines, base ten, fractions, proportions, ratios, equations, proportional relationships, graphs, radical expressions, functions algebraic concepts, simplifying expressions using order of operations, including exponents and/or parentheses, law of exponents, absolute value, identifying a set of discrete or continuous data, scientific notation, and properties of qualities.

Person or Persons Responsible

The Leadership Teams, MTSS/RtI , Principal, administration, and Department Chairperson will monitor student progress

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G5.B3.S1

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Teachers with the support of the Leadership Team, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G5.B4 Florida Alternate Assessment (FAA) for Elementary and Secondary Mathematics students scoring at levels 4, 5, and 6 will improve their target score from 8% to 13%. Their least proficient area was Number Operations.

G5.B4.S1 Students will solve problems involving rote counting, fact fluency, and tools for measurement using manipulatives, visuals, number lines and assistive technology.

Action Step 1

Students will demonstrate fluency and recall with multi-digit addition, subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 2

Students will identify, analyze, and apply knowledge of recalling multiplication facts and related division facts with whole number multiplication.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

M. Corbin

Participants:

Special Education Teachers with the support of administration and the Intellectual Disabilities Department Chairperson

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Implementation of students' products and assessments reflecting rote counting, fact fluency, and tools for measurement.

Person or Persons Responsible

The Leadership Teams, MTSS/RtI , Principal, the administration, and Department Chairperson will monitor student progress.

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

Plan to Monitor Effectiveness of G5.B4.S1

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Leadership Team, teachers, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G5.B5 Florida Alternate Assessment (FAA) for Elementary and Secondary Mathematics students scoring at level 7 will improve their target score 9% to 11%. Their areas of least proficiency were using physical models, diagrams, tables, and graphs, identifying shapes and distinguishing angles, measurement, and comparing and categorizing data and numbers.

G5.B5.S1 Students will demonstrate rote counting, fact fluency, understand tools for measurement, and participate in guided discussion.

Action Step 1

Students will compose, decompose, describe, compare, classify, build, draw, and analyze models that develop measurement concepts and attributes and properties of two-and three-dimensional shapes/ objects.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 2

Students will analyze information from physical diagrams, tables, and graphs to solve problems, use tools to convert measurements, and apply knowledge to determine the area of two-and three-dimensional shapes. Students will describe, analyze, and draw models and measurement.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Onging

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

M. Corbin

Participants:

Intellectual Disabilities Teachers and their Department Chairperson with the support of the administration

Plan to Monitor Fidelity of Implementation of G5.B5.S1

Implementation of students' products and assessments reflecting rote counting, fact fluency, and understanding tools for measurement.

Person or Persons Responsible

The Leadership Teams, MTSS/RtI , Principal, the administration, and Department Chairperson will monitor student progress

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G5.B5.S1

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Teachers with the support of the Leadership Team, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G5.B6 Students Making Learning Gains sub-group will improve their target score by 4%. Note: No data was available for percent making learning gains sub-group. Their area of least proficiency were Operations, Problems, Ratios, Fractions, Base Ten, Operations, Problems and Statistics.

G5.B6.S1 Students will solve multi-digit division problems with and without negative and positive numbers, making reasonable estimates of fractions and decimal sums, identify prime and composite numbers, factoring, add and subtract decimals and fractions with fluency. Students will use manipulatives to grasp number and operations concepts.

Action Step 1

Students will perform addition and subtraction of fractions with fluency, divide using the standard algorithm, add and subtract decimals with fluency, solve real world problems using positive and negative numbers. Students will develop quick recall of multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals. Students will also check for reasonableness of number operation results, including in problem situations.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 2

Students will use manipulatives to understand number and operations. Students will solve problems involving place-value, prime and composite numbers, and properties of operations to represent mathematical operations, as well as create equivalent representation of given numbers.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

S. Blum

Participants:

teachers

Plan to Monitor Fidelity of Implementation of G5.B6.S1

Implementation of students' products and assessments reflecting solving multi-digit division problems with and without negative and positive numbers, making reasonable estimates of fractions and decimal sums, identifying prime and composite numbers, factoring, adding and subtracting decimals and fractions with fluency.

Person or Persons Responsible

The Leadership Teams, MTSS/RtI , Principal, the administration, and Department Chairperson will monitor student progress

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G5.B6.S1

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Teachers with the support of the Leadership Team, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G5.B7 Students in the lowest 25% sub-group will improve their target score by 5%. Note: No data was available for percent in this subgroup. Their areas of least proficiency were Number Sense Operations, Problems & Statistics for elementary students and Geometry and Measurement for middle school students.

G5.B7.S1 Students will create rules that describe relationships and describe relationships in context. Students will use patterns, models, and relationships as contexts for writing and solving simple equations.

Action Step 1

Middle school students will construct and analyze tables, graphs and equations to describe linear functions and other simple relations using both common language and algebraic notation.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 2

Students will solve problems involving spatial reasoning, perimeter, Pythagorean Theorem, area, volume, surface area, special triangles, prisms, circumference, volume. Students will also use manipulatives such as tiles, pattern blocks and connecting cubes.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 3

Elementary Students will identify, and apply number patterns, models of multiplication and/or division situations for basic multiplication facts, fact families, describe the rule for a pattern in relationships between whole numbers, compare and order whole numbers, and interpret data on a bar graph or pictograph to solve problems.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 4

Middle School Students will solve real-world problems using properties of equality, law of exponents, scientific notation, radical expressions and absolute value, simplify expressions using order of operations, including exponents and/or parentheses, and identify a set of discrete or continuous data.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

S. Blum

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B7.S1

Implementation of students' products and assessments reflecting rules that describe relationships and describe relationships in context, use of patterns, models, and relationships as contexts for writing and solving simple equations.

Person or Persons Responsible

The Leadership Teams, MTSS/RtI , Principal, administration, and Department Chairperson will monitor student progress

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

Plan to Monitor Effectiveness of G5.B7.S1

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Teachers with the support of the Leadership Team, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G5.B8 Middle School Acceleration for middle school students had NA listed for data, but our school had middle school students taking EOC exam. Due to late score reporting from paper-based testing, the results from this group of students was hand-calculated. Data indicated the 2 middle school students who took EOCs, one in algebra and one in geometry, both scored in the level 4 and level 5 range (100% proficiency). Our goal to to maintain this current level of proficiency for upcoming middle school students on the accelerated track.

G5.B8.S1 The middle school algebra students will solve problems involving number properties, linear equations and inequalities, solve algebraic equations and proportions, solve quadratic equations, and solve real-world problems involving relations and functions. Students will graph, solve, and interpret quadratic equations, use inductive reasoning strategies that include discovery learning activities.

Action Step 1

Students will solve multi-step problems, rationales, radicals, quadratics, and discrete numbers and identify correct operations in different types of problems.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans.

Facilitator:

S. Blum

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B8.S1

Implementation of students' products and assessments reflecting number properties, linear equations and inequalities, solving algebraic equations and proportions, solving quadratic equations, and solve real-world problems involving relations and functions. Additionally graphs, interpretations of quadratic equations, use inductive reasoning strategies that include discovery learning activities.

Person or Persons Responsible

The Leadership Teams, MTSS/RtI , Principal, the administration, and Department Chairperson will monitor student progress

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

Plan to Monitor Effectiveness of G5.B8.S1

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Teachers with the support of the Leadership Team, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G5.B8.S2 Middle school geometry students will solve problems involving perimeter and/or area of polygons, solve real-world problems using measures of circumference, arc length, and areas of circles and sectors, apply the inequality theorems: triangle inequality, inequality in one triangle, and the Hinge Theorem and determine how changes and in dimensions affect the surface area and volume of common geometric solids.

Action Step 1

Middle school Geometry EOC students will work with three dimensional models to enable visualization and draw cross-sections of solids. Students will provide statements and reasons in formal and informal proofs of a geometric idea and distinguish between the proof of a conjecture and provide an example that supports a conjecture.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans.

Plan to Monitor Fidelity of Implementation of G5.B8.S2

Implementation of students' products and assessments reflecting solving problems involving perimeter and/or area of polygons, solving real-world problems using measures of circumference, arc length, and areas of circles and sectors, applying the inequality theorems: triangle inequality, inequality in one triangle, and the Hinge Theorem and determining how changes and in dimensions affect the surface area and volume of common geometric solids.

Person or Persons Responsible

The Leadership Teams, MTSS/RtI , Principal, the administration, and Department Chairperson will monitor student progress

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

Plan to Monitor Effectiveness of G5.B8.S2

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Teachers with the support of the Leadership Team, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G6. Although we did not have data for middle school acceleration (NA) as only two students took EOC exams, our goal is to maintain our current proficiency level of 100% proficiency. Both students scored levels 4 or 5 on the Algebra and Geometry EOC exams.

G6.B1 We had a minimal amount of students taking middle school acceleration classes (two), as our students often have medical conditions which may limit opportunities for academic acceleration. Our students come from their home schools and their schedules are dependent upon their prior academic achievements.

G6.B1.S1 Middle school students that have completed the prerequisites for academic acceleration, will be encouraged to enroll in accelerated classes. These students will be provided opportunities to sign up for online acceleration classes as well. Students will be additional provided support with after school and online tutoring.

Action Step 1

Middle school acceleration Geometry students will be provided additional practice in deriving the formulas for perimeter and/or area of polygons, solving real world problems using measures of circumference, arc length, and areas of circles and sectors, applying the inequality theorems, inequality of one triangle, and the Hinge Theorem.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 2

Middle school acceleration Algebra 1 students will be provided more practice using the Zero Product Property, linear equations with inequalities, solving algebraic equations and properties, solving quadratic equations, and using real-world problems involving relations and functions. Students will be given more practice with problems using a graphing technology to graph, solve and interpret quadratic equations.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

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

FCIM will be implemented by data analysis from formal and informal assessments with ongoing data chats with teachers, students, and department chairs, leadership meetings for reviewing data from formal and informal assessments and adjust instruction as needed.

Person or Persons Responsible

The Leadership Team, the MTSS/RtI , Principal, administration, and Department Chairperson will monitor student progress

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM, interim assessment data reports on target benchmarks, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Teachers with the support of the Leadership Team, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G7. Results of the 2012-2013 school year for students taking the Algebra 1 EOC scoring achievement level 3 was 26% with a 2014 goal to increase 5% points to 31% and students scoring levels 4 & above was 5% with a 2014 goal to increase by 2 % points to 7%.

G7.B1 Students scoring level 3 on the Algebra EOC were least proficient in Reporting Category 2: Polynomials. These students need additional practice in solving real-world problems involving relations and functions. Data from the 2012-2013 school year for these students indicated that 26% scored a level 3. Our school needs to increase this by 5 percentage points from 26% to 31%. Due to late score reporting as a result of paper testing, these figures are not reflecting the majority of our EOC Algebra 1 students.

G7.B1.S1 Students will be provided with more practice in solving real-world problems involving relations and functions. Students will receive more practice in solving multi-step problems with simplifying monomials, minimal expressions using laws of integral exponents, radical expressions, linear equations, adding, subtracting, multiplying polynomials, factoring polynomials, and mathematical problem solving with several rate parameters. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on solving multi-step problems with simplifying monomials, minimal expressions using laws of integral exponents, radical expressions, linear equations, adding, subtracting, multiplying polynomials, factoring polynomials, and mathematical problem solving with several rate parameters through individual tutoring, online intervention programs and use of the extended learning modules. In addition, teachers will be using released FCAT tests for added practice

Action Step 1

Students will solve real world problems, use inductive reasoning strategies, simplify monomials, minimal expressions using laws of integral exponents, radical expressions, linear equations, adding, subtracting, multiplying polynomials, factoring polynomials, and mathematical and problem solving.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 2

Students will solve pattern problems, write rules for patterns, determine the function for a given sequence of numbers, convert linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations. Students will also use inductive reasoning strategies that include discovery learning activities.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

S. Blum

Participants:

Teachers

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

Implementation of students' products and assessments reflecting solving multi-step problems with simplifying monomials, minimal expressions using laws of integral exponents, radical expressions, linear equations, adding, subtracting, multiplying polynomials, factoring polynomials, and mathematical problem solving with several rate parameters.

Person or Persons Responsible

The Leadership Teams, MTSS/RtI , Principal, the administration, and Department Chairperson will monitor student progress

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Teachers with the support of the Leadership Team, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G7.B2 Students scoring level 4 and above on the Algebra EOC were least proficient in Reporting Category 3, Rationals, Radicals, Quadratics, & Discrete Mathematics. Data from the 2012-2013 school year for students taking the Algebra 1 End of Course Assessment scoring level 4 and above indicates that 5% of our students scored at this level. Our goal is to increase the target score by 2 percentage points to 7% proficiency. Due to late score reporting as a result of paper testing, these figures are not reflecting the majority of our EOC Algebra 1 students

G7.B2.S1 Students will solve problems in Reporting Category 3, Rationals, Radicals, Quadratics, & Discrete Mathematics, linear equations and inequalities, solve algebraic equations and proportions, solve quadratic equations, and solve real-world problems involving relations, functions and the zero product property. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on Rationals, Radicals, Quadratics, & Discrete Mathematics, linear equations and inequalities, solve algebraic equations and proportions, solve quadratic equations, and solve real-world problems involving relations, functions and the zero product property through individual tutoring, online intervention programs and use of the extended learning modules. In addition, teachers will be using released FCAT tests for added practice.

Action Step 1

Students will be provided with more practice with using the Zero Product Property, linear equations and inequalities, solving algebraic equations and proportions, solving quadratic equations, and solving real-world problems involving relations and functions. Students will also be provided more practice with using graphing technology to graph, solve, and interpret quadratic equations.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 2

Students will be provided students more practice using quadratic equations to solve real-world problems and in solving real world problems the zero product property Provide inductive reasoning strategies that include discovery learning activities. Teachers will be trained in developing meaning through mathematical problem solving in a real-world context.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

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

Implementation of students' products and assessments reflecting Rationals, Radicals, Quadratics, Discrete Mathematics and zero product property.

Person or Persons Responsible

The Leadership Teams, MTSS/RtI , Principal, the administration, and Department Chairperson will monitor student progress.

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G7.B2.S1

Following the FCIM, interim assessment data reports on target benchmarks, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Teachers with the support of the Leadership Team, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G8. Results of the 2012-2013 Geometry End of Course Exam was: 22% scoring achievement level 3, with a 2014 target goal of 5 more points to 27% s and 8% scoring achievement levels 4-5 with a 2014 target goal of 2 more points to 10% scoring this level.

G8.B1 Results of the 2012-2013 school year indicated that students scoring level 3 on the 2012-2013 Geometry End of Course Assessment was 22%. Our goal for the 2013-2014 school year it to increase this amount by 5 percentage points to 27%. These students were least proficient in Reporting Category 2: Three-Dimensional Geometry. These students need more exposure to using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving solids and justifying and applying formulas to determine surface area, lateral area, and volume of solids. Due to late score reporting as a result of paper testing, these figures are not reflecting the majority of our EOC Geometry students

G8.B1.S1 Students will solve problems involving real-world situations including solids, and justifying and applying formulas to determine surface area, lateral area, and volume of solids. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on solving problems involving real-world situations including solids, and justifying and applying formulas to determine surface area, lateral area, and volume of solids through individual tutoring, online intervention programs and use of the extended learning modules. Students will also use practice EOC Geometry exams for additional practice and support.

Action Step 1

Students will identify a net for a regular or non-regular polyhedron, identify the regular or non-regular polyhedron for a given net, identify and determine types of faces or the number of faces, edges, or vertices of a given polyhedron, explain and apply formulas to determine surface area, lateral area, and volume of solids, identify and use properties of congruent or similar solids to solve problems, identify chords, tangents, radii, or great circles of spheres.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

S.Blum

Participants:

Teachers

Action Step 2

Students will determine how changes in no more than two parameters affect the surface area and volume, and determine how changes in one parameter affect the other parameter(s) when surface area and volume are held constant.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

S.Blum

Participants:

Teachers

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

Implementation of students products and assessments reflecting construction of arguments, critique arguments of peers justifying their conclusions, communicate, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

The Leadership Teams, MTSS/RtI , Principal, administration, and Department Chairperson will monitor student progress

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Teachers with the support of the Leadership Team, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G8.B2 Results of the 2012-2013 school year indicated that students scoring level 4 and above on the 2012-2013 Geometry End of Course Assessment was 8% and our goal for the 2013-2014 school year it to increase this amount by 2 percentage points to 10%. These students demonstrated least proficiency in Reporting Category 3: Trigonometry and Discrete Mathematics. These students need more practice in deriving formulas for perimeter and/or area of polygons, solving real-world problems using measures of circumference, arc length, and areas of circles and sectors, applying the inequality theorems. Due to late score reporting as a result of paper testing, these figures are not reflecting the majority of our EOC Geometry students

G8.B2.S1 Students will apply geometric concepts in modeling real-world situations, use technology tools for varying assumptions, explore consequences, compare predictions, identify a conditional statement and write the converse, inverse, and contra-positive statements. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on modeling real-world situations, use of technology tools for varying assumptions, explore consequences, compare predictions, identify a conditional statement and write the converse, inverse, and contra-positive statements through individual tutoring, online intervention programs and use of the extended learning modules. In addition, teachers will be using practice EOC exams for extra support.

Action Step 1

Students will solve problems related to triangle inequality, inequality in one triangle, and the Hinge Theorem and determine how changes and in dimensions affect the surface area and volume of common geometric solids. Students will justify their conclusions, communicate, and respond to the arguments of others by asking useful questions to clarify and/or improve students' arguments

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

S. Blum

Participants:

Teachers

Action Step 2

Students will derive formulas for perimeter and/or area of polygons, solve real-world problems using measures of circumference, arc length, and areas of circles and sectors, applying the inequality theorems: triangle inequality, inequality in one triangle, and the Hinge Theorem and determining how changes and in dimensions affect the surface area and volume of common geometric solids.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

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

Implementation of students' products and assessments reflecting geometric concepts, consequences, predictions, conditional statements, converse, inverse and contra-positive statements.

Person or Persons Responsible

The Leadership Teams, MTSS/RtI , Principal, administration, and Department Chairperson will monitor student progress

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G8.B2.S1

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Teachers with the support of the Leadership Team, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G9. The overall mathematics goal for Postsecondary Math Readiness is to increase the target score in mathematics by 10% points on the 2014 Post Secondary Readiness Test (P.E.R.T.) Students will improve their math competencies needed for college success.

G9.B1 Data was not available on the OSI website, but the majority of students taking the PERT at Brucie Ball Ed. Center did not pass the P.E.R.T. Mathematics Test. Students need additional practice solving problems and equations, number systems extended from whole numbers to the set of all integers (positive, negative, and zero), from integers to rational numbers, and from rational numbers (rational and irrational numbers), know when and how to apply standard algorithms or concepts, and perform them flexibly, accurately and efficiently. Our students need more instructional time to explain and apply basic number theory concepts

G9.B1.S1 Students will solve linear equations with one or more variables, formulate equations with word problems, solve and translate word problems, solve time/rate/distance problems requiring percentage of increase or decrease, and solve ratio and proportion problems. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on solving linear equations with one or more variables, formulate equations with word problems, solve and translate word problems, solve time/rate/distance problems requiring percentage of increase or decrease, and solve ratio and proportion problems presented in the text through individual tutoring, online intervention programs and use of the extended learning modules and practice PERT exams.

Action Step 1

Students will solve problems with literal equations, relationships between coefficients of a linear equation and the slope and x and y intercepts, simplify expressions with integer exponents, use scientific notation, compare numbers and making sense of their magnitude (decimals, powers, roots, cube roots, fractions), add, subtract, multiply and divide polynomials, simplify radical expressions, factor problems, manipulate and simplify expressions, solve quadratic equations in one variable factoring, translate fluently between lines in the coordinate plane and their equations and solve systems of equations.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Action Step 2

Students will solve problems in basic number theory concepts such as prime number, factor, divisibility, least common multiple, and greatest common divisor, as well as translate word problems into proportions. Students will interpret quantities and units correctly in algebraic formulas, factor problems , scientific notation, word problems, polynomials, interpreting expressions such as terms, factors and coefficients, and applying the order-of-operations to evaluate algebraic expressions, including those with parentheses and exponents.

Person or Persons Responsible

Teachers and school administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

S. Blum

Participants:

Teachers

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

Implementation of students' products and assessments reflecting solving linear equations with one or more variable, formulating equations with word problems, solve and translate word problems, solve time/rate/distance problems requiring percentage of increase or decrease, and ratio and proportion problems.

Person or Persons Responsible

The Leadership Teams, MTSS/RtI , Principal, administration, and Department Chairperson will monitor student progress.

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G9.B1.S1

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Teachers with the support of the The Leadership Team, administrators, Department Chairs, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G10. On the 2013 Science FAA, 8% of 5th graders scored levels 7-9. Our goal for 2014 FAA is to attain 6% scoring at levels 4-6 and 10% of students scoring at levels 7 and up.

G10.B1 FAA students scoring levels 4-6 have difficulty observing and creating a visual representation of an object which includes its major features. Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.

G10.B1.S1 Teachers will be trained to effectively implement Access Points using real objects for tactile exploration and recognition of basic scientific concepts. Instruction will be presented in a multi-sensory format with continuous repetition/practice when learning science concepts.

Action Step 1

Students will use objects/pictures for exploration and identification of key scientific concepts. Students will have continuous review/practice when learning science concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Samples of work, teacher observation data from the Unique Learning System Curriculum and IEP Science Goals.

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

FCIM will be implemented viewing student work products that demonstrate skills using manipulatives and visuals.

Person or Persons Responsible

The Leadership Team, the MTSS/RtI , the Principal, the administration, and the Intellectual Disabilities Department Chairperson

Target Dates or Schedule

Bi -monthly with monthly MTSS/RtI Team meeting

Evidence of Completion

Student work samples, quizzes, tests, anecdotal records, online learning reports, unique learning data, Teacher lesson plans, and minutes from Leadership meetings.

Plan to Monitor Effectiveness of G10.B1.S1

FCIM will be implemented by analysis of students' ability to demonstrate knowledge of scientific concepts through the use of hand-on materials, graphics, and manipulatives.

Person or Persons Responsible

The teacher with the support of the Leadership Team, MTSS/RtI team, Principal, administrators, and Intellectual Disabilities Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Data from quizzes, tests, online learning reports, student work products, and data from unique learning.

G10.B2 FAA students scoring levels 7 and up in science have difficulty observing and creating a visual representation of an object which includes its major features. Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.

G10.B2.S1 By effectively implementing Access Points, students will use real objects for tactile exploration and recognition of basic scientific concepts presented in a multi-sensory format. Students will have continuous repetition/practice when learning science concepts and be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students will be able to use Smart Board Technology to access the content related to science objectives.

Action Step 1

Students will be able to use Smart Board Technology to access the content related to science objectives by using read alouds, auditory tapes and text readers that provide print with visuals and or symbols.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Collect data from the Unique Learning System Curriculum and IEP Science Goals, quizzes, assessments and student work samples.

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

FCIM will be implemented to show students demonstrating knowledge of science concepts with the use of visual choices using Smart Board Technology.

Person or Persons Responsible

Teacher, the Leadership and MTSS/RtI team, Principal and administration, and the Intellectual Disabilities Department Chairperson

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from unique learning modules, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G10.B2.S1

FCIM will be implemented by analysis of students' ability to demonstrate knowledge of recognition of basic scientific concepts when presented with visual options.

Person or Persons Responsible

Teachers with the support of the Leadership Team, administrators, Intellecual Disabilities Department Chairs, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, data from unique learning lessons, online learning reports, and student work products.

G11. Students in grade 8 taking the FCAT Science and/or the Florida Alternate Assessment Science (no data for gr.8) will improve their overall target scores by 4 percentage points of 2014 FCAT Science and/or 2014 Florida Alternate Assessment Science.

G11.B1 Data from the 2013 Grade 8 FCAT Science indicated 21% scored at level 3. The target goal is to increase that by 5% points to 26%. The area of least proficiency for students in grade 8 scoring achievement level 3 is Reporting Category 1: Nature of Science.

G11.B1.S1 Students will develop higher order thinking skills through hands on inquiry-based learning and scientific thinking. Students will defend conclusions, evaluate procedures, identify a control group and distinguish between observations and opinions.

Action Step 1

Students will perform science investigations dealing with explanations based on evidence, identifying empirical evidence, testable observation, defending conclusions, evaluating a procedure, identifying a control group and distinguishing between observations and opinions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Onoging

Evidence of Completion

Quizzes, tests, progress summary reports from online learning programs

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

FCIM will be implemented by reviewing data from formal and informal assessments to show student mastery of inquiry based thinking.

Person or Persons Responsible

The teacher, Leadership Team, MTSS/RtI team, Principal and administration, and Department Chairperson

Target Dates or Schedule

Bi-monthly

Evidence of Completion

School-Based Benchmark Assessments, lab reports, reports from Gizmos, Odyssey Learning and other online programs, quizzes, tests, and student work products.

Plan to Monitor Effectiveness of G11.B1.S1

FCIM will be implemented by analysis of student's ability to demonstrate knowledge of inquiry-based learning and scientific thinking through work products and formal/informal assessments.

Person or Persons Responsible

Teacher with the support of the Leadership Team, administrators, Department Chairs, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from School-Based Benchmark Assessments, Lab Reports, quizzes, tests, online learning reports, and student work products.

G11.B2 Data on the 2013 FCAT Science, Grade 8, indicated 47% scored at level 4 or above. The target goal is to increase that by 2% points to 49%. The area of least proficiency for students in grade 8 scoring Level 4 or above is Reporting Category 2: Earth & Space Science.

G11.B2.S1 Students will develop higher order thinking skills through hands projects and experiments that involve Reporting Category 2: Earth & Space Science.

Action Step 1

Students will be able to answer critical thinking questions and work on skills that cover: Atmosphere, Mineral properties—hardness, Renewable v. nonrenewable resources, Erosion—water, Star brightness, Distinguishing between asteroids and comets; Role of the ocean; Water cycle—condensation; Water cycle—states of matter; Climate zone; Deposition; Rock cycle—erosion; Earthquakes; Properties of the sun; Eclipses; and Properties of planets, in order to develop higher order thinking skills to increase levels of mastery.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, data collected from the IEP Science Goals and online programs such as Gizmos, and Odyssey/Compass Learning.

Facilitator:

S. Blum

Participants:

Teachers

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

FCIM will be implemented to show students demonstrating knowledge of higher order thinking skills in the content area of Earth & Space Science.

Person or Persons Responsible

The Leadership and MTSS/RtI team, Principal, administration, and Department Chairperson

Target Dates or Schedule

bi-monthly

Evidence of Completion

Data from formal and informal assessments such as: Interim assessments, quizzes, tests,, online learning reports (Gizmos), and student work products

Plan to Monitor Effectiveness of G11.B2.S1

FCIM will be implemented by analysis of students' ability to demonstrate knowledge of Earth & Space Science higher order thinking skills.

Person or Persons Responsible

Teacher with support of the Leadership Team, administrators, Department Chairs, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports and student work products

G12. Grade 11 students taking the Florida Alternate Assessment (FAA) will increase their target score for students scoring levels 4-6 by 5% points and those scoring 7-9 will increase 2 % points on the 2014 FAA.

G12.B1 All eleventh grade students taking the Florida Alternate Assessment Science (FAA) scoring at Levels 4,5,6 will improve their target score by 5 percentage points, from 6% to 11%. These students are least proficient in the areas of observing and creating a visual representation of an object, which includes its major features and describing scientific phenomena using appropriate terminology, especially in the process of problem solving in physical and earth science.

G12.B1.S1 A variety of communication methods will be provided for students to access their education and access points. Students will be able to recognize or create visual representations of safety symbols and/or physical/earth science cycles or models.

Action Step 1

Students will be able to use Smart Board Technology to access the content related to science objectives. Teachers will be trained to effectively implement Access Points. Students will use real objects for tactile exploration and recognition of basic scientific concepts in a multi-sensory format.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, results from online learning programs, data from unique learning lessons, student work samples.

Action Step 2

Students will be given additional practice in recognizing a model used in the contexts of one's own study of science, identifying ways to prevent infection, recognize the process used in science to solve problems, such as observing, recognizing safe and unsafe practices related to the use of electricity, recognizing that weather (climate) is different in different locations, following procedures, recognizing results, observing and recognizing examples of the transformation of electrical of energy to light and heat.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, results from online learning programs, data from unique learning lessons, student work samples.

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

FCIM will be implemented to show students demonstrating knowledge of physical/earth science cycles and recognition of visual representations of objects in science .

Person or Persons Responsible

Teacher, the Leadership Team, MTSS/RtI team, Principal and administration, and Intellectual Disabilities Department Chairperson

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Quizzes, tests, online learning reports, data from lessons in unique learning, and student work products

Plan to Monitor Effectiveness of G12.B1.S1

FCIM will be implemented by analysis of students' ability to demonstrate knowledge of how to recognize or create visual representations of safety symbols and/or physical/earth science cycles and/or models.

Person or Persons Responsible

Teachers with the support of the Leadership Team, administrators, Intellectual Disabilities Department Chairs, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from quizzes, tests, online learning reports, lessons in unique learning, and student work products

G12.B2 All eleventh grade students taking the Florida Alternate Assessment Science (FAA) scoring at Levels 7-9, will improve their target score by 2 percentage points, from 25% to 27%. These students are least proficient in the areas of observing and creating a visual representation of an object which includes its major features and describing scientific phenomena using appropriate terminology especially in the process of problem solving in physical and earth science.

G12.B2.S1 These students will identify natural geological processes that change the land and water in Florida, recognize that changes in the genes of a species can affect the characteristics of their offspring, and identify examples of energy being transformed from one from to another.

Action Step 1

Students at this level will be able to observe and create a visual representation of an object which includes its major features using a variety of communication methods for these students to access their education and access points.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from formal and informal assessments such as: quizzes, tests, online learning reports, data from lessons in unique learning, student work products, and minutes from leadership meetings.

Action Step 2

Students will be provided additional practice with Identifying natural geological processes that change the land and water in Florida, recognizing that changes in the genes of a species can affect the characteristics of their off spring, and identifying examples of energy being transformed from one from to another. Students need real objects for tactile exploration and recognition of basic scientific concepts. Instruction must be presented in a multi-sensory format. Students must have continuous repetition/practice when learning science concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from formal and informal assessments such as: quizzes, tests, online learning reports, data from lessons in unique learning, student work products, and minutes from leadership meetings.

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

FCIM will be implemented to show students demonstrating knowledge in geological processes and the process of problem solving in physical and earth science.

Person or Persons Responsible

Teacher, the Leadership and MTSS/RtI team, Principal and administration, and Intellectual Disabilities Department Chairperson

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments such as: quizzes, tests, online learning reports, data from lessons in unique learning, student work products, and minutes from leadership meetings.

Plan to Monitor Effectiveness of G12.B2.S1

FCIM will be implemented by analysis of students' ability to demonstrate knowledge of geological processes and the process of problem solving in physical and earth science.

Person or Persons Responsible

Teacher with the support of the Leadership and MTSS/RtI team, Principal and administration, and Intellectual Disabilities Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments such as: quizzes, tests, online learning reports, data from lessons in unique learning, student work products, and minutes from leadership meetings

G13. Students taking the 2014 End of Course Biology Assessment scoring at level 3 will increase by 4% points from 37% to 41%. Students scoring levels 4-5 will increase 1% from 4% to 5%. Partial scores were reported due to late score reporting.

G13.B1 The number of students scoring level 3 on the 2013 Biology End of Course Assessment will increase by 4 percentage points, form 37% to 41%.. These students were least proficient in Reporting Categories: Classification, Heredity, Evolution, and Organisms, Populations and Ecosystems. These students need to develop higher order thinking skills in the areas of the history of cell theory and its discovery and relationship to the scientific method process.

G13.B1.S1 Students will describe cell theory and relate the history of its discovery to the process of science, relate structure to function for the components of plant and animal cells, compare and contrast the general structures of plant and animal cells, and describe how and why organisms are hierarchically classified and based on evolutionary relationships.

Action Step 1

Students will compare and contrast the general structures of plant and animal cells, describe how and why organisms are hierarchically classified and based on evolutionary relationships, explain the reasons for changes in how organisms are classified, discuss distinguishing characteristics of the domains and kingdoms of living organisms, and use Gizmos to reinforce learning through technology usage.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, progress monitoring reports from online learning programs, and student work samples

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

FCIM will be implemented to show students demonstrating knowledge of cell theory and organism hierarchy based on evolutionary relationships.

Person or Persons Responsible

Teachers, the MTSS/RtI and leadership team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Quizzes, tests, online learning reports (Gizmos), and student work products

Plan to Monitor Effectiveness of G13.B1.S1

FCIM will be implemented by analysis of the students' ability to demonstrate knowledge of cell theory and organism hierarchy based on evolutionary relationships.

Person or Persons Responsible

Teachers with the support of the Leadership Team, administrators, Department Chairs, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from quizzes, tests, online learning reports (Gizmos), and student work products.

G13.B2 The Students scoring level 4 and above on the 2013 Biology End of Course Assessment will increase their target score by 1 percentage point from 4% to 5%.. These students were least proficient in Reporting Categories: Classification, Heredity, Evolution, and Organisms, Populations and Ecosystems. They will need to develop higher order thinking skills in the areas of fossil records and scientific theory of evolution, comparative anatomy, comparative embryology, bio-geography, molecular biology, and observed evolutionary change.

G13.B2.S1 Students will utilize Gizmos to reinforce learning and explain how the scientific theory of evolution is supported by fossil records, comparative anatomy and embryology, bio-geography, molecular biology, evolutionary change, and natural selection.

Action Step 1

Students will describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which results in differential reproductive success and use a food web to identify and distinguish producers, consumers, and decomposers to predict the impact of individuals on environmental systems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formal and informal assessment data such as: interim assessments, quizzes, tests, progress monitoring reports from online learning programs, and student work samples

Plan to Monitor Fidelity of Implementation of G13.B2.S1

FCIM will be implemented to show students demonstrating knowledge of scientific theory of evolution and natural selection.

Person or Persons Responsible

Teachers, MTSS Team, Administrators, Department Chairperson, and the Leadership Team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments such as: Interim assessments, quizzes, tests, online learning reports (Gizmos), and student work products

Plan to Monitor Effectiveness of G13.B2.S1

FCIM will be implemented by analysis of students' ability to demonstrate knowledge of theory of scientific evolution and natural selection.

Person or Persons Responsible

Teachers with the support of the Leadership Team, administrators, Department Chairs, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

G14. Our goal is for at least 70% of our students to score proficient on the 2014 Civics End of Course Exam. There is no prior data as this is the first year our school will be administering the Civics EOC.

G14.B1 Students continue to struggle comprehending 'on grade level' text material. We were not a field tested school, but our 2013 Baseline Interim Assessment Data indicates that 0% of our students had an overall score of proficient.These students will need more exposure to organization and functions of our government policies, political processes, organization, origins, purposes, laws and roles, rights and responsibilities.

G14.B1.S1 Students will read and interpret graphs, charts, maps, timelines, political cartoons, graphic representations, function and organization of our governments and policies using critical reading and note-taking skills.

Action Step 1

Students will discuss the values, complexities, and dilemmas involved in social, political, and economic issues; develop well-reasoned positions on issues to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

Sue Weber

Participants:

Teachers

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

Implementation of students' products and assessments reflecting reading and interpreting graphs, charts, maps, timelines, political cartoons, graphic representations, function and organization of our governments and policies using critical reading and note-taking skills.

Person or Persons Responsible

The Leadership Teams, MTSS/RtI , Principal, the administration, and Department Chairperson will monitor student progress.

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G14.B1.S1

Following the FCIM, interim assessment data reports on target benchmarks, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

MTSS/RtI Leadership Team, Department Chairs,

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G15. Due to late paper score reporting, no 2013 data was available. Analysis of our late score report indicated 31% of our students scored a level 3 on the US History EOC . Our 2014 goal is to increase our proficiency level by 10 percentage points.

G15.B1 Thirty percent or our students scored in the upper third (level 3) on the U.S. History EOC. Students continue to struggle comprehending 'on grade level' text material. Data from the 2013 U.S. History EOC Baseline Benchmark Assessment indicated 11% of our students scored proficient. Students have limited exposure reading and interpreting graphs, charts, maps, timelines, political cartoons, and other graphic representations, as well as recognizing text structure, summarizing, and questioning the author. The weakest Reporting Category was The U.S. & Defense of the International Peace.

G15.B1.S1 Students will implement critical close reading strategies and interpreting graphs, charts, maps, timelines, political cartoons, and other graphic representations. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on how to analyze critical close reading strategies and interpreting graphs, charts, maps, timelines, political cartoons, and other graphic representations through individual tutoring, and practice EOC exams.

Action Step 1

Students will implement reading comprehension and note taking strategies, as well as the use of graphic and semantic organizers. Students will recognize text structure, summarize, question the author, use meta-cognition, and fix up strategies to repair comprehension. Students will visualize, make connections, ask questions, infer, determine importance, and synthesize while reading text on the U.S. defense of the international Peace, Global Military, Political and Economic changes and history of the Late 19th/early 20th Century and Tun of the Century.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

Sue Weber

Participants:

Teacher along with support from MTSS Leadership Team, PBS Leadership Team, Literacy Leadership Team, Department Chairs

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Implementation of students' products and assessments reflecting critical close reading strategies and interpreting graphs, charts, maps, timelines, political cartoons, and other graphic representations.

Person or Persons Responsible

The Leadership Team, Literacy Leadership Team, Reading Coach, administrators, Department Chairs, and MTSS/RtI Team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G15.B1.S1

Following the FCIM, review of data from formal and informal assessments such as: interim assessments, quizzes, tests, District/State assessments, student work samples, and progress monitoring reports from online programs, and student work products.

Person or Persons Responsible

Teachers with the support of the Leadership Team, Reading Coach, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G15.B2 Thirty-seven percent of our students scored in the middle third (level 2) on the U.S. History EOC. Students continue to struggle comprehending 'on grade level' text material. Data from the 2013 U.S. History EOC Baseline Benchmark Assessment indicated 11% of our students scored proficient or level 3. These students have limited exposure reading and interpreting graphs, charts, maps, timelines, political cartoons, and other graphic representations, as well as recognizing text structure, summarizing, and questioning the author. The weakest Reporting Category was The U.S. & Defense of the International Peace.

G15.B2.S1 Students will read, interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. Students will recognize text structure, summarize, question the author, use meta-cognition, and fix up strategies to repair comprehension. Students will visualize, make connections, ask questions, infer, determine importance, and synthesize. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will read, interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. Students will recognize text structure, summarize, question the author, use meta-cognition, and fix up strategies to repair comprehension. Students will visualize, make connections, ask questions, infer, determine importance, and synthesize presented in the text through individual tutoring, and practice EOC exams.

Action Step 1

Students will read, interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. Students will recognize text structure, summarize, question the author, use meta-cognition, and fix up strategies to repair comprehension. Students will visualize, make connections, ask questions, infer, determine importance, and synthesize.

Person or Persons Responsible

Teachers along with MTSS/RtI Leadership Team, Department Chairpersons.

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

Facilitator:

S. Weber

Participants:

Teachers along with MTSS/RtI Leadership Team, Department Chairpersons.

Plan to Monitor Fidelity of Implementation of G15.B2.S1

Implementation of students' products and assessments reflecting reading, interpreting graphs, charts, maps, timelines, political cartoons, and other graphic representations, recognizing text structure, summarizing, questioning the author, using meta-cognition, and fix up strategies to repair comprehension. It will also reflect students visualizing, making connections, asking questions, inferring, determining importance, and synthesizing.

Person or Persons Responsible

The Leadership Teams, MTSS/RtI, Principal, the administration, and Department Chairperson will monitor student progress.

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products

Plan to Monitor Effectiveness of G15.B2.S1

Following the FCIM, interim assessment data reports, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Teachers with the support of the Leadership Team, Reading Coach, administration, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, quizzes, tests, online learning reports, and student work products.

G16. Based on the analysis of the 2013 school data, the area in need of STEM improvement is the participation of the students in individual Science projects.

G16.B1 Due to the nature of our program, which limits the amount of course curriculum offerings and our students being confined to the home, STEM is not currently offered for students enrolled in our school.

G16.B1.S1 The Professional Learning Communities will plan and implement Science Projects which will provide students with an opportunity to develop higher order thinking skill through hands on inquiry-based learning and Scientific Thinking. Students will participate in virtual online science activities and labs.

Action Step 1

Teachers will help students experience real science or engineering with hands-on projects they can do at home. Students will be provided with activities to practice the scientific process to reinforce concepts learned from their text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, lesson plans, lab reports and science project.

Facilitator:

Y. Laseter

Participants:

Teachers along with MTSS/RtI Leadership Team, Administrators. Department Chairperson.

Plan to Monitor Fidelity of Implementation of G16.B1.S1

Following the FCIM, review of data from formal and informal assessments such as: interim assessments, quizzes, tests, District/State assessments, student work samples, and progress monitoring reports from online programs, student work products) Lesson Plans will be reviewed to ensure link between classroom instruction and real world science experiments

Person or Persons Responsible

MTSS/RtI Leadership Team, Administrators. Department Chairperson.

Target Dates or Schedule

Weekly observations with formal monthly monitoring of data during Leadership Meetings

Evidence of Completion

Student work, lesson plans, lab reports

Plan to Monitor Effectiveness of G16.B1.S1

Following the FCIM, interim assessment data reports on target benchmarks, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction. Lesson Plans will be reviewed to ensure link between classroom instruction and real world science experiments.

Person or Persons Responsible

MTSS/RtI Leadership Team, Administrators. Department Chairpersons.

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, lesson plans, lab reports and science projects.

G17. Our school does not offer a Career and Technical Education Program, but incorporates CTE skills into other classes. Students will be exposed to various careers and the skills needed for those careers through the instructional setting in these classes.

G17.B1 Our students are unable to participate in on-the-job training as they are medically prohibited from internships and activities outside the home or hospital.

G17.B1.S1 Our students will be exposed to various careers and the skills needed for those careers through the instructional setting in career skills classes. Students that do not have career skills classes will work on writing projects in social studies classes and projects in cross curricular. Students will practice resume and business letter writing skills.

Action Step 1

Teachers will provide students exposure to career and technical educational topics through course offerings such as Career Exploration, Personal Development, Family and Consumer, and Career Research. Our students will be exposed to various careers and the skills needed for those careers through the instructional setting in career skills classes. Students that do not have career skills classes will work on writing projects in social studies classes and projects in cross curricular.

Person or Persons Responsible

Career Education Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, student work products, quizzes, lesson plans.

Plan to Monitor Fidelity of Implementation of G17.B1.S1

Following the FCIM, feedback from teachers, student work products and projects will be assessed.

Person or Persons Responsible

MTSS/RtI Leadership Team, Department Chairs,

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, student work products/projects, quizzes, lesson plans.

Plan to Monitor Effectiveness of G17.B1.S1

Following the FCIM, data from student work, feed back from teachers and student work products and projects.

Person or Persons Responsible

MTSS/RtI Leadership Team, Department Chairs,

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, student work samples, quizzes, assessments, and projects.

G18. We will improve academic achievement by lowering the percent of students that miss 10% or more of instructional time from 38% to 37% and improve disciplinary incidents by decreasing suspensions due to behavioral referrals from 7% to 6%.

G18.B1 Hospital/Homebound students are too medically ill to attend their regular schools and their medical condition often necessitates cancelling of scheduled instructional time by an itinerant teacher. The suspension rate of students who are enrolled at Brucie Ball for elementary students is not applicable for our school.

G18.B1.S1 Students will progressing academically exhibit motivation, displaying appropriate behaviors by responding to tangible incentives for behavioral reinforcement to increase academic achievement and appropriate school behaviors..

Action Step 1

Students exhibit positive academic and behavioral motivations. Students perform according to behavioral contracts.

Person or Persons Responsible

Teachers with the support of the administrative team.

Target Dates or Schedule

Ongoing

Evidence of Completion

Behavioral contracts and agreements signed by students that enter the ATC program.

Plan to Monitor Fidelity of Implementation of G18.B1.S1

Following the FCIM, data from student tardiness and absenteeism will be monitored.

Person or Persons Responsible

The MTSS/RtI, the leadership team, attendance committee, department heads and the administrations will monitor student tardiness and absenteeism

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Signed agreements and evidence of incentives distributed, Attendance records and data gathered from the daily attendance bulletins.

Plan to Monitor Effectiveness of G18.B1.S1

Following the FCIM, data from attendance/tardy reports will be monitore

Person or Persons Responsible

Teachers, Administrative team, Department Chairperson, Leadership Teams

Target Dates or Schedule

Ongoing with monthly review of attendance data

Evidence of Completion

Improvement on attendance and tardiness as evidenced by data from attendance bullitens

G18.B2 Data from the 2012 EWS indicated 36% of our students were not proficient in reading by third grade. Our goal is to decrease that percentage by 4 percentage points to 32%. The students' medical conditions, which are often a limiting factors to academic achievement and school attendance, often has a direct affect on students' abilities for success in reading.

G18.B2.S1 Students entering third grade will practice reading skills via additional instructional time through the use of online programs, software programs, after-school tutoring, and home learning activities.

Action Step 1

Students will practice reading after school hours using Riverdeep, Odyssey/Compass Learning, McGraw Hill Wonders online activities, trade books, and reading materials from a variety of genres (educational magazines, library books, audio tapes, newspapers, portfolio samples, journals, etc..

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Samples of student work, data from tests, quizzes and interim assessments.

Facilitator:

Sue Weber, Reading Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G18.B2.S1

FCIM will be implemented by data analysis from formal and informal assessments with ongoing data chats with teachers, students, and Intellectual Disabilities Department chair, leadership meetings for reviewing data from formal and informal assessments and adjust instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team, the MTSS/RtI , the Principal, reading coach, the administration, and the Department Chairperson will monitor student progress

Target Dates or Schedule

Weekly observations with monthly meetings, the third Friday of every month, of the and MTSS/RtI Team to monitor student progress.

Evidence of Completion

Data from formal and informal assessments such as: quizzes, tests, online learning reports, data from lessons in unique learning, student work products, and minutes from leadership meetings.

Plan to Monitor Effectiveness of G18.B2.S1

Following the FCIM, interim assessment data reports on target benchmarks, student work products, scores on formal and informal assessments will be monitored monthly to review progress and adjust instruction.

Person or Persons Responsible

Teachers with the support of the Leadership Team, administrators, Department Chairs, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from formal and informal assessments, scores on the Grade 3 Reading Portfolio, quizzes, tests, online learning reports, and student work products.

G18.B3 Data from the 2012 EWS indicated 6% of our Prek to Grade 5 students were retained and our goal is to decrease that percentage by 1 percentage point to 5%.The students' medical conditions, which are often a limiting factors to achievement and school attendance, greatly affect our students' academic performance and therefore retention rates.

G18.B3.S1 Identify students and refer students who are not performing academically to the social worker, school psychologist or the MTSS/RtI team for intervention services.

Action Step 1

Students will be referred to the MTSS/RtI Team. Communicate with parents to help determine the problem and hold meetings with the parents of at-risk students. Student Progression Plan options will be discussed and/or changes in the academic schedule.

Person or Persons Responsible

Teachers, counselors, administrative team

Target Dates or Schedule

Ongoing as needed

Evidence of Completion

Students' academic grades, attendance, reports from teachers, MTSS/RtI notes from meetings.

Plan to Monitor Fidelity of Implementation of G18.B3.S1

Following the FCIM, data from report cards, grades, student progress reports, teacher input

Person or Persons Responsible

The Leadership Team, teachers, administrators, Department Chairs, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from report cards, weekly grades, progress reports, teacher feedback

Plan to Monitor Effectiveness of G18.B3.S1

Following the FCIM, academic progress of at-risk students as evidenced by report cards, weekly academic grades, attendance, teacher feedback

Person or Persons Responsible

The Leadership Team, the MTSS/RtI , Principal, administration, and Department Chairperson

Target Dates or Schedule

Weekly observations with monthly meetings

Evidence of Completion

Data from report cards, weekly academic grades, attendance, teacher feedback

G18.B4 Data from the 2012 EWS indicated 18% of students in grades 6-8 failed a math course, 18% of students failed an English Language Arts Course, and 20% failed two or more courses in any subject.

G18.B4.S1 Students will attend class and exhibit appropriate academic effort and behavior.

Action Step 1

Student behavior and academic performance and attendance will be monitored

Person or Persons Responsible

Teachers, counselors, administrative team

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' academic grades and attendance data.

Plan to Monitor Fidelity of Implementation of G18.B4.S1

Following the FCIM, data from report cards, grades, student progress reports, teacher input

Person or Persons Responsible

The Leadership Team, teachers, administrators, Department Chairs, and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from report cards, weekly grades, progress reports, teacher feedback

Plan to Monitor Effectiveness of G18.B4.S1

Following the FCIM, academic progress of at-risk students as evidenced by report cards, weekly academic grades, attendance, teacher feedback.

Person or Persons Responsible

Teachers with the support of the Leadership Team, the MTSS/RtI , the Principal, the administration, and the Department Chairperson

Target Dates or Schedule

Weekly observations with monthly meetings

Evidence of Completion

Data from report cards, weekly academic grades, attendance, teacher feedback

G19. Recognizing that academic growth is related to student attendance and behavior, we will decrease the number of students who miss 10% of instructional time to 37% and the number of students with referrals that lead to suspensions to 6%.

G19.B1 Hospital/Homebound services students who are too medically ill to attend regular school and their medical condition often necessitates cancelling of scheduled instructional time. The suspension rate of students who are enrolled at Brucie Ball Educational Center, for middle and high school students, is usually due to their placement in alternative education, therefore, they arrive with referrals that have led to suspension and placement in alternative education.

G19.B1.S1 Review the student code of conduct so students understand how to be more successful in their home schools. In addition, Hospital/Homebound teachers try to reschedule cancelled instructional time to ensure that students receive an adequate amount of academic time per week.

Action Step 1

Teachers will monitor student attendance and review the student code of conduct and attendance rates so students understand the importance of attendance and behavior.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance meetings to monitor attendance and behavior referrals.

Plan to Monitor Fidelity of Implementation of G19.B1.S1

Following FCIM, the leadership teams will review attendance and referral data

Person or Persons Responsible

Administrative team and leadership teams

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance rosters, referrals, and meetings as a team.

Plan to Monitor Effectiveness of G19.B1.S1

FCIM will be implemented by analysis of attendance rosters and referrals

Person or Persons Responsible

Administrative team and leadership teams

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance meeting minutes, attendance rosters and referrals

G19.B2 Twenty-one percent of our 9th grade students were absent during the first 20 days of school. Our goal is to decrease this figure by 3%. Our students' medical conditions, which often require treatments and numerous medical appointments, often becomes a limiting factor to school attendance.

G19.B2.S1 Homebound/Hospital teachers will try to reschedule cancelled instructional time to ensure that students receive an adequate amount of academic time per week. Students with frequent absences will be identified and brought to the attention of the attendance, leadership and MTSS/RtI teams.

Action Step 1

Teachers will keep track of student attendance and reschedule cancellations or provide additional instructional time the following week if possible. Additional make-up work or activities will be provided to ensure the students are receiving adequate instructional time.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance records, grades and student performance.

Plan to Monitor Fidelity of Implementation of G19.B2.S1

FCIM will be implemented with the leadership teams, administration and department heads monitoring data from student attendance.

Person or Persons Responsible

The leadership and MTSS/RtI team, attendance committee, and administration.

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance records

Plan to Monitor Effectiveness of G19.B2.S1

FCIM will be implemented by analysis of attendance records and behavior referrals.

Person or Persons Responsible

The leadership teams, administration, teachers, and attendance committee

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance records as seen from attendance bulletins and referrals

G19.B3 Twenty-seven percent of our 9th graders failed two or more courses or did not move to grade 10 on time. Our goal is to decrease this by 1% to 26%. Our students' medical conditions, which often require treatments and numerous medical appointments, often becomes a limiting factor to school attendance.

G19.B3.S1 At-risk 9th graders at the end of each grading period will be identified as potential failures and a follow-up conference with the student, teacher and counselor will be conducted to discuss possible interventions.

Action Step 1

Following the conference with the student, teacher and counselor to discuss possible interventions, adjustments will be made if possible to ameliorate the problem(s), such as schedule change to adjust teacher, class times, course changes or address medical issues impeding progress and visitation from the school counselor, social worker or school psychologist if necessary.

Person or Persons Responsible

Teachers, counselors, and support staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Grade changes and attendance rosters

Plan to Monitor Fidelity of Implementation of G19.B3.S1

FCIM will be implemented to monitor student grades and document follow-up conferences.

Person or Persons Responsible

The administration, leadership teams, counselors

Target Dates or Schedule

Quarterly

Evidence of Completion

Student grades, especially on report cards.

Plan to Monitor Effectiveness of G19.B3.S1

FCIM will be implemented by analysis of data from grades of 9th grade students and feedback from conferences

Person or Persons Responsible

Leadership Teams, administration, teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Grades and retention meeting minutes

G19.B4 Twenty-one percent of our high school students have a grade point average of less than 2.0. Our goal is to decrease that percentage by one percentage point to 20%. Our students' medical conditions, which often require treatments and numerous medical appointments, often becomes a limiting factor to school attendance and performance. Due to our high mobility rate, as students in this program enroll with a physician's statement, their grade point average is often established from their academic performance at their prior school.

G19.B4.S1 High school students with a grade point average of less than 2.0 will be identified by the school counselors or leadership team. Once these students have been identified, a parent/teacher conference will take place to determine the intervention procedures necessary to improve their grade point average. Students will be counseled on how to improve their grade point average and feedback from the students' teachers will be analyzed to determine the reasons for the low grade point average.

Action Step 1

School counselors, teachers, psychologists, and social workers will conduct conferences with parents and students to determine strategies for improving grade point average on a case by case basis. Adjustments may be made in the students' schedules (course offerings, electives, class times, programs, etc.)

Person or Persons Responsible

School counselors, teachers, psychologists, social workers

Target Dates or Schedule

Ongoing

Evidence of Completion

Course changes, grade point averages, notes from conferences.

Plan to Monitor Fidelity of Implementation of G19.B4.S1

FCIM will be implemented to show students with less than a 2.0 grade point average increasing their grade point averages.

Person or Persons Responsible

Administrators, counselors, and leadership teams.

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from number of students continuing to have a grade point average of less than 2.0 decreasing

Plan to Monitor Effectiveness of G19.B4.S1

FCIM will be implemented by analysis of data from grade point averages and conference notes.

Person or Persons Responsible

Leadership team, counselors, administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from grade point averages, notes from follow-up parent/teacher/student conferences.

G19.B5 Seven percent of our students received behavior referrals that lead to suspension. Our goal is to decrease that percentage by one percentage point to 6%.The Alternative Telecommunication students have been suspended for a violation of the Student Code of Conduct. These students exhibit behaviors that impede their academic progress and are poorly motivated. These students usually enroll in our school with behavior referrals and suspensions.

G19.B5.S1 Students who are not progressing academically, exhibiting low motivation, or displaying inappropriate behaviors will be identified and then provided tangible incentives for behavioral reinforcement to increase academic achievement and appropriate school behaviors. Students will sign a Behavior Contract outlining expectation and goals relating to academics and behavior.

Action Step 1

Tangible incentives will be provided for students who need academic and behavioral motivation. Students will complete behavioral contracts. During intake meetings for alternative education students, these contracts will be drawn and a parent/student/teacher conference will take place to establish goals and expectations for academic, attendance and behavior. Student will review the Student Code of Conduct.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from students' academic, attendance and behavior rosters

Plan to Monitor Fidelity of Implementation of G19.B5.S1

FCIM will be implemented to show data from students' academic, attendance and behavior.

Person or Persons Responsible

The ATC Department Chairman, the leadership teams, and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Data from report cards, progress reports, behavior contracts and attendance.

Plan to Monitor Effectiveness of G19.B5.S1

Following the FCIM, changes in data on students grades, attendance, behavior referrals will be monitored.

Person or Persons Responsible

The leadership teams, the administration, and/or ATC Department Head

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from report cards, attendance bulletins, referrals, behavior contracts

G20. During the 2012-2013 school year, parent participation in school wide activities was 13%. Our goal for the 2013-14 school year is to increase parent participation by 5 percent to 18%.

G20.B1 Our school serves students across the County, so it is often difficult for parents to travel long distances to attend our school activities and functions. Many of our students have medical conditions and can not be left alone, which often prohibits parents from traveling to our school.

G20.B1.S1 Activities for parents may be in the form of information brochures, flyers, online communications, Edmodo Software, Connect Ed or tele-conferences to disperse information or conduct conferences using the teleconferencing bridges. Information is also distributed via the paraprofessionals and itinerant teachers.

Action Step 1

Teachers and the Principal will distribute pertinent information to parents via the internet, Edmodo, and Connect Ed, flyers, surveys, and brochures.

Person or Persons Responsible

Teachers, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from parent responses to information distributed such as surveys and questionnaires.

Facilitator:

NA.

Participants:

Teachers and Staff

Plan to Monitor Fidelity of Implementation of G20.B1.S1

Following the FCIM, data and/or responses to flyers, surveys, questionnaires etc. thare are distributed

Person or Persons Responsible

Administration and leadership teams

Target Dates or Schedule

Monthly

Evidence of Completion

Data from responses by parent/guardians to information distributed

Plan to Monitor Effectiveness of G20.B1.S1

The parent participation and/or responses to information, questionnaires, or flyers distributed and participation in Edmodo.

Person or Persons Responsible

Leadership Teams, Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Data from parent responses and feedback from parents. Phone conference notes, sign in sheet from open-house

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

• Nutrition Program funds help provide free breakfast to all students and free or reduced lunch to qualifying students
• IDEA funds are used to support Exceptional Education students and programs at Brucie Ball Educational Center

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. In 2013, 16% of our students scored 3 or higher on FCAT or 4 or higher on the (Florida Alternate Assessment) FAA. In 2014, our target goal is to increase this score by 30% points to 46% of students to score 3 or above on FCAT or 4 or above on the FAA.

G1.B1 The area of deficiency for the subgroups not making AMO is as follows: Black/African American subgroup of students , as noted on the administration of the 2013 FCAT 2.0 Reading administration, was in Reporting Category 2 , Reading Application. The Black/African American subgroup did not meet their AMO target (scored 7%) and will increase their AMO Reading Target score by 40 percentage points as demonstrated on the 2014 Reading FCAT. The English Language Learners (ELL) subgroup did not meet their AMO Target (scored 23%) and will increase their target score by 16 percentage points (to 39%) on the 2014 Reading FCAT. The Hispanic students did not make their AMO Target score (scored 18%) as noted on the administration of the 2013 FCAT Reading administration and will increase their target score on the 2014 Reading FCAT by 28 percentage points (to 46%). As noted on the administration of the 2013 FCAT administration of the Reading Test, the Students With Disabilities did not make their AMO Reading Target (scored 15&) and will increase their target score by 31 percentage points (to 46%) on the 2014 FCAT Reading. As noted on the administration of the 2013 FCAT Reading Test, the Economically Disadvantaged subgroup did not make satisfactory progress (scored 10%) nor meet their AMO Reading Targets. These students will increase their Reading Target Score by 39 percentage points (to 49%) on the 2014 FCAT Reading Test.

G1.B1.S1 Black/African American students were most deficient in Reporting Category 2, Reading Application. Students with use a variety of instructional strategies for making inferences/conclusions, analyzing stated vs. implied main ideas, understand various text structures, themes, summarizing, and author's purpose. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on text structures, themes, summarizing, and author's purpose through individual tutoring, online intervention programs and use of the extended learning modules. In addition, teachers will be using released FCAT tests for added practice.

PD Opportunity 1

Teachers will use instruction to assist students to identify and analyze the implied message, inference, author’s perspective/bias and summarizing across a variety of text (informational, fiction, nonfiction, poetry, web-based, historical documents, mentor text) analyzing or interpreting stated or implied main idea, using details to make plausible predictions, identifying cause-and-effect relationships, identifying text structures and organizational patterns, identifying the author’s perspective, purpose and bias, summarizing and identifying similarities/differences between text elements.

Facilitator

Sue Weber

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes & Cumulative Tests, Interim Assessments, and teacher developed assessments. Assessment data from Computer Assisted Programs, student work folders, portfolios, and lesson plans.

G1.B1.S2 Both English Language Learners and Hispanic Students were most in deficient Reporting Category 1, Vocabulary. These students lack of exposure to Tier II vocabulary words and limited command of the English language.Teachers will provide students with vocabulary strategies to analyze words and their roots, word structure, word relationships, affixes, organizational patterns, and context clues. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on vocabulary strategies to analyze words and their roots, word structure, word relationships, affixes, organizational patterns, and context clues through individual tutoring, online intervention programs and use of the extended learning modules. In addition, teachers will be using released FCAT tests for added practice.

PD Opportunity 1

Instructional strategies will include: pictionaries/personal dictionaries, common morpheme chart, instruction in shades of meaning, vocabulary word maps, instruction in synonyms, antonyms,& multiple meaning words. Students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; The following strategies and graphic organizers will be used to assist with vocabulary development: Reciprocal Teaching, Context Clue Charts, Task Cards, Concept of Definition Maps,Frayer model, Greek and Latin Root Words, Semantic Maps, Word Arrays, Isabel Beck's Three Tiered Vocabulary, Concept of Definition Maps Spectrum of a Word Method, Predict-Association-Verification-Evaluation (PAVE), Morphemic Analysis, and Multiple Meaning Charts

Facilitator

Sue Weber

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, online learning progress reports, and lesson plans

G1.B1.S3 Both Students with Disabilities and Economically Disadvantaged students were most deficient in Reporting Category 2, Reading Application. Teachers will provide students practice with drawing logical conclusions, inferences, stated or implied main idea, details to make plausible predictions, identifying cause-and-effect relationships, identifying text structures (comparison/contrast, cause/effect, chronological order, argument/support), theme, and organizational patterns, identifying the author's perspective, purpose and bias, summarizing and identifying similarities and differences between texts. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on drawing logical conclusions, inferences, stated or implied main idea, details to make plausible predictions, identifying cause-and-effect relationships, identifying text structures (comparison/contrast, cause/effect, chronological order, argument/support), theme, and organizational patterns, identifying the author's perspective, purpose and bias, summarizing and identifying similarities and differences between texts through individual tutoring, online intervention programs and use of the extended learning modules. In addition, teachers will be using released FCAT tests for added practice..

PD Opportunity 1

Students will be taught to identify and analyze the implied message, and summarizing across a variety of text (informational, fiction, nonfiction, poetry, web-based, historical documents and mentor text.

Facilitator

Sue Weber

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, online learning progress reports, and lesson plans

PD Opportunity 2

Students will practice locating and verifying details, critically analyzing text, synthesizing details to draw correct conclusions, determine the main idea, cause and effect, text structure, compare and contrast, chronological order, theme, determine author's purpose and perspective, characters, and setting using the following aids: author’s purpose chart, two column note, opinion/support, conclusion/ support, cause/effect, main idea table, summary pyramid, time line, sequence chain, power notes, cause/effect chain, informational text structure chart, one sentence summarizers, pattern puzzles, theme definition,common themes in literature, Venn diagram,and content frame.

Facilitator

Sue Weber

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, online learning progress reports, and lesson plans

G1.B2 The area of deficiency for students scoring achievement level 3, as noted on the 2013 administration of the FCAT 2.0 Reading, was Reporting Category 4- Informational Text/ Research Process. Data from the 2013 FCAT Reading indicated 24% of our students were level 3 in reading and our goal it to increase this by 4 percentage points to 28% on the 2014 FCAT Reading.

G1.B2.S1 Teachers will provide additional practice for FCAT level 3 students to support Reporting Category 4: Informational Text/ Research Process. Using a variety of exemplar texts, students will be provided instructional opportunities that include building strong arguments to support answers, explaining how text features (charts, maps, diagrams, sub-headings, captions, illustrations, and graphs) aid the reader's understanding, questioning the author and summarizing. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on building strong arguments to support answers, explaining how text features (charts, maps, diagrams, sub-headings, captions, illustrations, and graphs) aid the reader's understanding, questioning the author and summarizing through individual tutoring, online intervention programs and use of the extended learning modules. In addition, teachers will be using released FCAT tests for added practice

PD Opportunity 1

Students will assess, organize, evaluate, synthesize, and check the validity and reliability of information in text using a variety of techniques by examining several sources of information, including both primary and secondary sources.Teachers will use the following useful resources/ strategies to reinforce these skills: •Text Feature Chart •Text Feature Analysis •Note-taking skills (two column note, etc.)•Conclusion support •Opinion Proofs •Reciprocal teaching•Question-Answer Relationships•Highlighting•Close reading of complex Text•Summarization skills•Task Cards•Role Playing•Observation-Proof notes•Texts with ample charts, graphs, pictures, bullets, etc.•Texts such as editorials, scientific articles or current events

Facilitator

Sue Weber, Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results on quizzes, tests, student work products, portfolios, formal and informal assessments, interim assessments as evidenced by students' ability to locate, interpret, analyze, organize, evaluate and summarize information from text features to synthesize information and question the author to assist students with higher-order questions.

PD Opportunity 2

Students will collect, evaluate, and summarize information using a variety of techniques from multiple sources (e.g., websites, encyclopedias, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s), and relevant details. Students will be taught strategies to analyze the structure that an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas as well as delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient; identify false statements and fallacious reasoning

Facilitator

Sue Weber, Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results on quizzes, tests, student work products, portfolios, formal and informal assessments, interim assessments as evidenced by students' ability to locate, interpret, analyze, organize, evaluate and summarize information from text features to synthesize information and question the author to assist students with higher-order questions.

PD Opportunity 3

Students will be provided opportunities to analyze and develop an interpretation of a literary work (from various types of genres) by describing an author's use of literary elements, identify, explain, locate, analyze, evaluate, and summarize information from text features (e.g. transitional devices, words/phrases, glossary, table of contents, headings, graphs, charts, illustrations, subheadings, and bold or italicized text) to synthesize information and question the author to assist them with higher-order questions. Students will explain and analyze the various literary elements and of figurative and descriptive language.

Facilitator

Sue Weber

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results on quizzes, tests, student work products, portfolios, formal and informal assessments, interim assessments as evidenced by students' ability to locate, interpret, analyze, organize, evaluate and summarize information from text features to synthesize information and question the author to assist students with higher-order questions.

G1.B3 The area of deficiency for students scoring level 4 and above, as noted on the administration of the 2013 FCAT 2.0 Reading administration, was Reporting Category 3, Literary Analysis-Fiction/Nonfiction. These students have limited exposure to literary elements and figurative language. Data from the 2013 FCAT Reading indicated that 24% of our students were at achievement level 4 or above and our goal for the 2014 FCAT Reading is to increase this by 2 percentage points to 26%.

G1.B3.S1 Using a variety of exemplar texts, including poetry, students will be provided instructional strategies to close read, analyze how an author's choices concerning how to structure a text, literary elements, author's purpose, plot, theme, tone, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

PD Opportunity 1

Teachers will provide FCAT level 4 students more opportunities in analyzing, identifying and interpreting how literary elements contribute to and affect meaning, locating and analyzing the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction and nonfiction. Students will be provide more practice analyzing specific information from organizational text features, how word choice sets the authors tone, and analyzing an author's use of allusions, descriptive language, idiomatic, and figurative language in a variety of exemplar literary text. Students will be taught strategies for describing an author's use of literary elements, identify, explain, locate, analyze, and evaluate information form text features (e.g. transitional devices, words/phrases, glossary, table of contents, headings, graphs, charts, illustrations, subheadings, and bold or italicized text).

Facilitator

Sue Weber

Participants

Teachers along with administrators will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

G1.B3.S2 Students will be provided explicit instruction on identifying and analyzing character development, find multiple patterns within a single passage, text features, climax, and cause/effect relationships through the use of research-based strategies and graphic organizers.

PD Opportunity 1

Teachers will instruct students identify and analyze the character & plot development, find multiple patterns within a single passage, identify and analyze descriptive/figurative language, idiomatic language, text features, setting, conflict/resolution, theme, character point of view, determine plot, etc. Students will be guided to analyze the structure an author uses to organize a text.

Facilitator

Sue Weber

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, portfolios, homework, quizzes, benchmark assessments, work samples, cumulative tests, online learning progress summaries, and lesson plans.

G1.B4 The area of deficiency as noted on the 2013 Florida Alternate Assessment (FAA)administration for students scoring at level 4, 5, and 6 was the Content Standard: Reading Process, Comprehension. Data indicated these students scored 10% on the 2013 FAA Reading and our goal is to increase this score by 5 percentage points to 15% on the 2014 FAA.

G1.B4.S1 These students will be provided more opportunities to practice the reading process including determining the main idea or essential message in text, identifying explicit cause/effect relationships in stories and informational text , identifying persons, objects, actions, and settings in read-aloud narrative and informational text, recognizing a theme shared by two fiction or nonfiction selections, identifying the author's purpose (e.g. to inform, entertain, persuade), and making & confirming predictions based on background knowledge of subject and text features.

PD Opportunity 1

Teachers will provide students with graphic organizers with pictures to assist with determining the main idea or essential message. Students will be provided a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers. Students will be taught how to ask and answer questions referring explicitly to the text as the basis for the answers; identify author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students will be provided opportunities to focus on what the author thinks and feels and the main idea may be stated or implied. Students will identify causal relationships embedded in text. Students must be familiar with text structures such as cause/effect, compare/ contrast, and chronological order. Students will be provide practice in identifying topics and theme within texts.

Facilitator

Maria Corbin Sue Weber

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work products, portfolios and teacher observation of students responses, including progress monitoring assessments in order to recommend adjustments in instructional strategies, content and focus.

G1.B5 The area of deficiency as noted on the 2013 Florida Alternate Assessment for students scoring at or above level 7 was content standard Literary Analysis. The data on the 2013 FAA indicated an actual score of 8% and our goal for the 2014 FAA is to increase this score by 2 percentage points to our target score of 10%.

G1.B5.S1 Teachers will provide students with more opportunities for identifying, analyzing, and applying knowledge of story elements of fiction, nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

PD Opportunity 1

Teachers will provide students a continuous review/practice when learning reading concepts. Students will be taught to identify and interpret elements of story structure within a text. Students will be helped to understand character development, character point of view by asking “What does he think, what is his attitude toward…and what did he say to let me or, characters, or of the author of the text.

Facilitator

Maria Corbin Sue Weber

Participants

Principal, Literacy Leadership Team, Reading Coach, Intellectual Disabilities Department Chairperson will monitor fidelity and effectiveness of the instructional strategies and use of reading programs

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

G1.B6 The area of deficiency for Students making Learning Gains, as noted on the 2013 administration of the 2013 FCAT 2.0 Reading administration, was Reporting Category 3, Literary Analysis-Fiction/Nonfiction. No data was available for on school in this category (NA), but our goal will be to continue to increase our percentage in this subgroup from our prior year's figure increasing the percentage for 82% to 87% making learning gains as indicated on the 2014 FCAT Reading.

G1.B6.S1 Students will practice analyzing the structure an author uses to organize a text, interpret literary work by describing an author’s use of literary elements, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader’s emotions..

PD Opportunity 1

Students will practice locating, analyzing, evaluating specific information in text features such as table of contents, glossary, headings and subtitles, italics, graphs, italicized text, index, indices, etc.

Facilitator

Sue Weber, Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

PD Opportunity 2

Students will practice analyzing, identifying and interpreting how literary elements contribute to and affect meaning in a variety of fiction and nonfiction as well as exemplar text using common core lessons.

Facilitator

Sue Weber

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

G1.B7 On the 2013 administration of the 2013 FCAT 2.0 Reading administration, students in the lowest 25% demonstrated difficulty with the Reporting Category Vocabulary. No data was available for this group, as NA was listed, however we will still identify our lowest 25% target group and and set a goal of 10% increase our target and decrease the number of students in the lowest 25%.

G1.B7.S1 Students will practice “close reading”, listen to, read, and discuss a variety of text, use context clues and graphics to determine the meaning of unknown words, identify new vocabulary that is introduced and taught directly, categorize key vocabulary, recognize and use prefixes, suffixes, and root words, identify word relationships (e.g. common analogies) and their meaning.

PD Opportunity 1

FCAT level 1 & 2 students will be enrolled in an intensive reading course in addition to the traditional Language Arts program. Teleclass students will be provided a personal net-book computers and wireless air cards, and to itinerant students that do not have internet access in order to increase instructional time through the use of instructional software such as Compass Odyssey Learning, i-Ready, Jamestown Navigator, USA Today, Reading Plus, Destination Learning, and My Reading Coach. Tutoring will be implemented beyond the school day once per week using on-line instructional programs.These students will be enrolled in an intensive reading course in addition to the traditional Language Arts program.

Facilitator

Sue Weber

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

PD Opportunity 2

Students will be provided texts that allow them to use multiple strategies to develop grade appropriate vocabulary, to listen to, read, and discuss stories and informational text to identify the correct meaning of a word with multiple meanings and to use the Key Word Method to determine the meaning of unknown words. Students will be taught skills to use a dictionary and digital tools. Graphic organizers will be used that help reinforce vocabulary.

Facilitator

Sue Weber

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

G1.B8 Data from the 2013 Florida Comprehensive English Language Learning Assessment (CELLA) in listening and speaking indicated students scored 45% and our goal to increase this score by 6 percentage points to meet our target score of 51% on the 2014 CELLA. The sub scores in Listening /Speaking indicated that the greatest area of deficiency was the student's ability to understand extended listening passages.

G1.B8.S1 Students will use visual displays (i.e., graphs, charts, photos) in lessons & assignments to support the oral or written message (Visual/graphic organizers should be used before presenting a reading passage); "Chunking" (learning set phrases or "chunks" of related language); QAR when developing comprehension questions (helping students to identify different question types, and teaching text organization);

PD Opportunity 1

Students will engage in activities to learn vocabulary words and concepts that are important to the excerpt, practice fluency passages, use guided repeated oral reading, modeling, retelling, participate in read-alouds of big books, support subsequent learning about the alphabetic principle through an understanding of the structure of spoken English words and of the language and content of the material they are reading read along with proficient readers, and listen repeatedly to books read aloud in order to gain fluency in English. Students will develop literacy skills in their home language as well as in English, practice explicitly taught research-based comprehension strategies, use graphic organizers, have "think alouds" modeled, and stop often in the text to question and summarize.

Facilitator

Sue Weber

Participants

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

PD Opportunity 2

Students will practice listening and reading passages that present academic information, oral vocabulary, and guided questions that require them to express an opinion, retell a story, talk about information shown in a graph, understand extended listening passages, including those that present academic information, and ask questions in English accurately and appropriately.

Facilitator

Sue Weber

Participants

The LLT and MTSS/RtI Leadership Team along with administrators and ESOL teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

G1.B9 Data from the 2013 administration of the Florida Comprehensive English Language Learning Assessment (CELLA) Reading indicated students scores were 28% and our goal is to increase this score by 7 percentage points to our target score of 35% on the 2014 CELLA. Reading was the area that demonstrated the greatest deficiency on all CELLA sub-tests.

G1.B9.S1 Students will listen to, read, and discuss a variety of text, use context clues and graphics to determine the meaning of unknown words, identify new vocabulary that is introduced and taught directly, categorize key vocabulary, recognize and use prefixes, suffixes, and root words, identify word relationships (e.g. common analogies) and their meaning.

PD Opportunity 1

Teachers will assist students with acquiring vocabulary skills using the following strategies and graphic organizers: •Reciprocal Teaching •Modeling•Graphic organizers•Task Cards•Timeline •Survey/Question/Read/Recite/Review (SQ3R) s•Think-alouds•Illustrations/Diagrams•K-W-L (Know/ Wantstoknow/Learned)•AudioBooks•Videos/CDs•Visualization•Verbal Clues/Pictures•Concept of Definition Maps,•Frayer model•Word-Learning Strategies•Contextual Analysis•Predict-Association-Verification-Evaluation (PAVE) procedure•Semantic Feature Analysis, Semantic Maps•Word-Meaning Recall•Greek and Latin Root Words•Morphemic Analysis and Common Morpheme Chart•Word Arrays•Heritage Language/English Dictionary•Picture Walk & Prediction•Readers Theater•Multiple Meaning Chart•Isabel Beck's Three Tiered Vocabulary•Spectrum of a Word Method•Tiered Vocabulary

Facilitator

Sue Weber, Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

PD Opportunity 2

Students will use visual displays (i.e., graphs, charts, photos) in lessons & assignments to support the oral or written message (Visual/graphic organizers should be used before presenting a reading passage); “Chunking” (learning set phrases or “chunks” of related language); QAR when developing comprehension questions (helping students to identify different question types, and teaching text organization); Use task cards as visual aids; Vocabulary Improvement Strategy, practice phonemic awareness, meaningful activities such as language games, engage in activities to learn vocabulary words and concepts that are important to the excerpt, practice fluency passages, guided repeated oral reading, Activate Prior Knowledge, word banks and vocabulary notebooks, use of cognates, Brainstorming, participating in read-alouds of big books, and listen repeatedly to books read aloud in order to gain fluency in English, provide opportunities to develop literacy skills in their home language, as well as in English, practice explicitly taught research-based comprehension strategies, modeling "thinking aloud," and stopping often in the text to question and summarize.

Facilitator

Sue Weber

Participants

ESOL teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, portfolios, quizzes, tests, online learning progress reports, and lesson plans

G1.B10 Data from the 2013 administration of the Florida Comprehensive English Language Learning Assessment (CELLA) Writing, indicated that Writing and was the second greatest area of weakness for English Language Learners. Data from the 2013 CELLA indicated a score of 28% and our goal is to increase this score by 7 percentage points to our target score of 35% on the 2014 CELLA.

G1.B10.S1 Students will learn spelling strategies and how to illustrate and label key concepts when writing; Students will practice process writing and be instructed on how to write in steps: planning, drafting, revising, editing, and publishing; Students will respond to writing and reading by using response journal/logs; write textbook chapter summaries; summarize while reading to monitor understanding of the content, and to reread the information that they did not recall.

PD Opportunity 1

Students will be taught strategies to revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation. Students will write successively shorter summaries, constantly refining and reducing their written piece until only the most essential and relevant information remains. They can start off with half a page; then try to get it down to two paragraphs; then one paragraph; then two or three sentences; and ultimately a single sentence.

Facilitator

Sue Weber, Reading Coach

Participants

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students writing portfolios, journals, logs, writing prompt work samples, , homework, quizzes, and online learning activities.

PD Opportunity 2

Writing prompts will be used effectively by the teacher of ELLs to give students ideas that will motivate them into the process of writing. This in turn will allow students to see writing as an ongoing process involving several steps such as: planning, drafting, revising, editing, and publishing. Students' writing samples will include generating narrative, expository, persuasive, or reference papers. Students will produce written documents that can be scored on content or language components as a written sample. It can be scored with a rubric or rating scale. This writing sample can determine what writing process the student needs more direct instruction.

Facilitator

Sue Weber, Reading Coach

Participants

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students writing portfolios, journals, logs, writing prompt work samples, , homework, quizzes, and online learning activities.

PD Opportunity 3

Students will be provided additional practice answering questions related to English grammar, sentence structure, and word choice in order to write descriptive sentences, questions, and paragraphs. and gain the ability to identify errors in grammar, mechanics and word choice when editing. Students will be given explicit instruction on editing for the correct usage of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection).

Facilitator

Sue Weber

Participants

ELL Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' writing portfolios, journals, logs, writing prompt work samples, , homework, quizzes, and online learning activities.

G2. The reading goal for Postsecondary Readiness is to increase the reading target score by 10% points on the 2014 Post Secondary Readiness Test (P.E.R.T.) Students will improve their reading/writing competencies needed for college success.

G2.B1 The percentage of college ready students in reading demonstrates a deficiency as noted on the 2013 administration of the Post Secondary Education Readiness Test (P.E.R.T.). These students need additional exposure to discerning the most important ideas, events, or information, and summarize them accurately and concisely. These students also need additional practice determining word meanings and phrases in context, including connotative meanings and figurative language, determining facts/opinions, and author's purpose/point of view.

G2.B1.S1 Students will be provided opportunities to analyze how the text's organizational structure presents the argument, explanation, or narrative, apply knowledge and concepts gained through reading complex text through various genres to build more coherent understanding of a subject, inform reading of additional texts, and solve higher analytic thinking problems presented in the text. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on how to analyze how the text's organizational structure presents the argument, explanation, or narrative, apply knowledge and concepts gained through reading complex text through various genres to build more coherent understanding of a subject, inform reading of additional texts, and solve higher analytic thinking problems presented in the text through individual tutoring, online intervention programs and use of the extended learning modules.

PD Opportunity 1

Students will be taught strategies to: close read, compare and contrast, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyze the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film), cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text and compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. Students will be taught strategies to analyze the structure that an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas as well as delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient; identify false statements and fallacious reasoning Students will use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Facilitator

Sue Weber, Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of practice tests, online programs, quizzes, and assessments will be reviewed to ensure progress is being made to make adjustments in instruction as needed.

PD Opportunity 2

Students will interpret literary work by describing an author's use of literary elements, identify, explain, locate, analyze, and evaluate information form text features (e.g. transitional devices, words/phrases, glossary, table of contents, headings, graphs, charts, illustrations, subheadings, and bold or italicized text).

Facilitator

Sue Weber

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of practice tests, online programs, quizzes, and assessments will be reviewed to ensure progress is being made to make adjustments in instruction as needed.

G3. Results of the 2013 FCAT Writing (gr 4& 8) indicated that 31% of students scored a Level 3.5-6.0. This year's goal is to increase our target score by 7 % to 38%. Our FAA goal is to improve levels 4 & up by 8% points to 32%.

G3.B1 As demonstrated on the 2013 FCAT Writing, 31% of our students were proficient (levels 3.5-6).They need to improve their overall proficiency score by 7 percentage points to 38%. Students need additional practice with support, planning, organizational patterns, sentence variety, as well as proper conventions and they often have difficulty writing with voice and avoiding formulaic style writing.

G3.B1.S1 Students will be taught the 6 traits of writing and the writing process and be provided with exemplar models of writing (mentor or authentic text) to be read, analyzed, & evaluated. Exemplary text will be read in order to emulate coherent writing to assist with creating informative, persuasive or explanatory texts, to help examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PD Opportunity 1

Students will practice six traits of good writing and the writing process (prewriting, drafting, editing ,revising & publishing). Grammar and conventions will be taught. Students will receive extra support in focus, organization, support and/or conventions. Students will be encouraged to develop and maintain a writer’s notebook/folder to:include table of contents, list possible topics for first drafts, Determine purpose and audience (to communicate, write a compare & contrast/or a cause & effect paragraph), write a problem solution paragraph, inform,entertain and persuade.Students will use organizational strategies to make a plan for writing such as:Telling or sharing personal stories or memories out loud, graphic organizers, linear organizers, timelines, storyboards, drawing simple pictures, KWL chart and logs,and answering essential questions.

Facilitator

Sue Weber, Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work portfolios, formal and informal assessments, sample work products, journals, logs, writing portfolios

PD Opportunity 2

Students will edit for correct spelling of high frequency and phonetically regular words, use highlighters to edit for capitalization, including but not limited to proper nouns, the pronoun “I,” and the initial word of sentences, review writing samples to have students identify sentence structures, punctuation, subject/verb agreement and pronoun referent errors.

Facilitator

Sue Weber, Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work portfolios, formal and informal assessments, sample work products, journals, logs, writing portfolios

PD Opportunity 3

Teachers will provide mentor text to teach the writer about aspects of writer’s craft and infuse lessons on improving focus, organizations, support and conventions. Mini-lessons will be used that instruct sentence combining, precise word choice, grammar, sentence elements, conventions, transitions, strong verbs, descriptive attributes, sensory details, sentence variation, dialogue, voice and comparisons will be provided.

Facilitator

Sue Weber

Participants

Teachers of English/Language Arts

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work portfolios, formal and informal assessments, sample work products, journals, logs, writing portfolios

G3.B2 As indicated on the 2013 FAA, 24% of our students were proficient on the FAA Writing test. Our goal is to improve that percentage by 8 percentage points to 32%. Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.

G3.B2.S1 Teachers will be trained to effectively implement Access Points and to use assistive technology to effectively implement the access points. Students will use graphic organizers with pictures to draft their writing ideas. Teachers will show students how to use resources to facilitate writing (i.e. dictionaries, thesaurus). Students will be allowed to dictate written responses.

PD Opportunity 1

Strategies and assistive technology will be provided to promote writing skills and close monitoring of various measures of student learning and use of feedback to make instructional adjustments as needed. Students will use assistive technology such as white boards, computers, communication devices to assist with the writing process.

Facilitator

Maria Corbin

Participants

Teachers of the Intellectually Disabled

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work portfolios, sample work products, journals, logs, diaries, sample essays, progress summaries from online learning (i-Ready), teacher observational data.

G5. In 2013, 24% of our students scored 3 or higher on FCAT or Math EOCs, or 4 or higher on the Florida Alternate Assessment (FAA). In 2014, our target goal is for 28% of these students to score 3 or above on the FCAT, EOC, or 4 or above on the FAA.

G5.B1 The Hispanic subgroup will improve their target score by 24 percentage points from 12% to 36% scoring level 3 or above. Their least proficient area was Reporting Category 1: Number Operations, Relationships, Problems, and Statistics. The Black/African American students will improve their target score from 17% to 37%, a 20 percentage point increase. Their least proficient area was Reporting Category 3: Geometry and Measurement. The Students with Disabilities will improve their target score from 13% to 36%. Their least proficient area was Reporting Category 2: Fractions, Expressions & Equations. The Economically Disadvantaged will improve their target score from 6% to 38%. Their least proficient area was Reporting Category 3: Geometry & Measurement. The English Language Learners will improve their score from 25% to 33%. Their least proficient area was Reporting Category 1: Number Operations, Relationships, Problems, and Statistics.

G5.B1.S1 Hispanic students will construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data (including data collected through observations, surveys, and experiments) and use them to solve problems; the collected data and the intent of the data collection will determine the choice of data display.

PD Opportunity 1

Students will construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data (including data collected through observations, surveys, and experiments) and use them to solve problems, make predictions and draw conclusions.

Facilitator

S. Blum

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, lesson plans

G5.B1.S3 Students with Disabilities will solve problems involving algebraic concepts, real-world problems using properties of equality, simplifying expressions using order of operations, including exponents and/or parentheses, and identify a set of discrete or continuous data that includes practicing the use of mathematics terminology.

PD Opportunity 1

Students will use literature in mathematics to grasp measurement concepts and make connections with real-world situations. Students will use journals reflecting upon the math they learned and use technology (such as Gizmos, Kahn Academy, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop students' algebraic thinking skills

Facilitator

S. Blum

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

G5.B1.S4 The Economically Disadvantaged Students will identify, name, construct and analyze two and three dimensional shapes using sides and angles, including classifying types of quadrilaterals. They will practice the metric system, find perimeter of polygons, measurement, time in hours, weeks, months or years, and apply formulas for solving problems dealing with area of parallelograms, triangles, and trapezoids using manipulatives.

PD Opportunity 1

Elementary Economically Disadvantaged students will: Grade K – Students will describe their physical world using geometric ideas; describe and compare measurable attributes; identify, name, and describe basic two-dimensional shapes, as well as three-dimensional shapes; and use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. Grade 1 – Students will compose and decompose plane or solid figures and build understanding of part-whole relationships as well as the properties of the original and composite shapes; recognize shapes from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different; and develop the background for measurement, from knowing how to measure lengths indirectly and by iterating length units, and telling and writing time. Grade 2 – Students will measure and estimate lengths in standard units; work with time and money; describe and analyze shapes by examining their sides and angles; investigate, describe, and reason about decomposing and combining shapes to make other shapes; and through building, drawing, and analyzing two- and three-dimensional shapes, develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades. Grade 3 – Students will describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; select appropriate units, strategies and tools to solve problems involving perimeter; measure objects using fractional parts; and tell time and determine the amount of time elapsed. Grade 4 – Students will solve problems involving area and determine the area of two-dimensional shapes; classify angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice-versa. Grade 5 – Students will describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools and precision in measurement; and derive and apply formulas for area.

Facilitator

S. Blum

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

PD Opportunity 2

Middle School Economically Disadvantaged students will collect and analyze data. Students will select, organize, and construct the most appropriate display for a given set of data and analyze how the measures of central tendency and variability of a data set are affected by including or excluding additional data points. Students will construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data (including data collected through observations, surveys, and experiments) and use them to solve problems.

Facilitator

S. Blum

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

PD Opportunity 3

Elementary Economically Disadvantaged students will: Grade K – Students will describe their physical world using geometric ideas; compare measurable attributes; identify, name, and describe basic two-dimensional shapes, as well as three-dimensional shapes; and use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. Grade 1 – Students will compose and decompose plane or solid figures and build understanding of part-whole relationships as well as the properties of the original and composite shapes; recognize shapes from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different; and develop the background for measurement, from knowing how to measure lengths indirectly and by iterating length units, and telling and writing time, to gaining an understandings of properties such as congruence and symmetry. Grade 2 – Students will measure and estimate lengths in standard units; work with time and money; describe and analyze shapes by examining their sides and angles; investigate, describe, and reason about decomposing and combining shapes to make other shapes; and through building, drawing, and analyzing two- and three-dimensional shapes, develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades. Grade 3 – Students will describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; select appropriate units, strategies and tools to solve problems involving perimeter; measure objects using fractional parts; and tell time and determine the amount of time elapsed. Grade 4 – Students will solve problems involving area and determine the area of two-dimensional shapes; classify angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice-versa. Grade 5 – Students will describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools and precision in measurement; and derive and apply formulas for area.

Facilitator

S. Blum

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

PD Opportunity 4

Students will collect and analyze data by selecting, organizing, and constructing the most appropriate display for a given set of data and analyzing how the measures of central tendency and variability of a data set are affected by including or excluding additional data points. Students will construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data (including data collected through observations, surveys, and experiments) and use them to solve problems.

Facilitator

S. Blum

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

G5.B2 Elementary/Middle School Students scoring at Achievement Level 3 will improve their target score from 11% to 24%. Their least proficient area was Reporting Category 3: Geometry and Measurement.

G5.B2.S1 Students will be explore mathematical contexts and develop understanding of geometric and measurement concepts. Students will compose, decompose, describe, analyze, compare, classify, building, and draw models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects.

PD Opportunity 1

Students will identify, name, construct and analyze two and three dimensional shapes using sides and angles, including classifying types of quadrilaterals. Students will solve problems involving perimeters, special triangles, prisms, circumference, volume, Pythagorean Theorem, capacity, surface/lateral area, scale, and geometry concepts.

Facilitator

S. Blum

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

PD Opportunity 2

Students will extend their learning time by utilizing online, research-based technology programs to increase instructional time beyond the time that teacher and student interact. This includes district provided technology such as Destination Learning, Compass Learning/ Odyssey, FCAT Explorer, Gizmos, and free online programs such as Khan Academy and phschool.com.

Facilitator

S. Blum

Participants

Teachers with the support of the administration and MTSS/RtI Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

G5.B3 Elementary/Middle School Students students scoring at achievement Level 4 or above will improve their target score from 8% to 13%. Their least proficient areas were Numbers/Fractions (elementary) and Expressions & Equations (middle school).

G5.B3.S1 Students will solve context based problems involving: number lines, base ten, fractions, proportions, ratios, equations, proportional relationships, graphs, radical expressions, functions algebraic concepts, simplifying expressions using order of operations, including exponents and/or parentheses, law of exponents, absolute value, identifying a set of discrete or continuous data, scientific notation, and properties of qualities.

PD Opportunity 1

Middle School Level 4 or above students will solve problems involving Algebraic Thinking, ratios/ proportional relationships, equations and functions algebraic concepts, properties of equality, law of exponents, scientific notation, statistics, functions, radical expressions and absolute value, simplifying expressions using order of operations, including exponents and/or parentheses, and identifying a set of discrete or continuous data. Students will explain why a set of data is discrete or continuous.

Facilitator

S. Blum

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

PD Opportunity 2

Elementary School Level 4 and above Students will identify place value of decimals, base ten, proportional relationships, identify and relate equivalent fractions, compare and order fractions, ratios, solving real world problems using properties of equality, simplify expressions using order of operations, analyze line graphs or double bar graphs and differentiate between the two.

Facilitator

S. Blum

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

G5.B4 Florida Alternate Assessment (FAA) for Elementary and Secondary Mathematics students scoring at levels 4, 5, and 6 will improve their target score from 8% to 13%. Their least proficient area was Number Operations.

G5.B4.S1 Students will solve problems involving rote counting, fact fluency, and tools for measurement using manipulatives, visuals, number lines and assistive technology.

PD Opportunity 1

Students will identify, analyze, and apply knowledge of recalling multiplication facts and related division facts with whole number multiplication.

Facilitator

M. Corbin

Participants

Special Education Teachers with the support of administration and the Intellectual Disabilities Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

G5.B5 Florida Alternate Assessment (FAA) for Elementary and Secondary Mathematics students scoring at level 7 will improve their target score 9% to 11%. Their areas of least proficiency were using physical models, diagrams, tables, and graphs, identifying shapes and distinguishing angles, measurement, and comparing and categorizing data and numbers.

G5.B5.S1 Students will demonstrate rote counting, fact fluency, understand tools for measurement, and participate in guided discussion.

PD Opportunity 1

Students will analyze information from physical diagrams, tables, and graphs to solve problems, use tools to convert measurements, and apply knowledge to determine the area of two-and three-dimensional shapes. Students will describe, analyze, and draw models and measurement.

Facilitator

M. Corbin

Participants

Intellectual Disabilities Teachers and their Department Chairperson with the support of the administration

Target Dates or Schedule

Onging

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

G5.B6 Students Making Learning Gains sub-group will improve their target score by 4%. Note: No data was available for percent making learning gains sub-group. Their area of least proficiency were Operations, Problems, Ratios, Fractions, Base Ten, Operations, Problems and Statistics.

G5.B6.S1 Students will solve multi-digit division problems with and without negative and positive numbers, making reasonable estimates of fractions and decimal sums, identify prime and composite numbers, factoring, add and subtract decimals and fractions with fluency. Students will use manipulatives to grasp number and operations concepts.

PD Opportunity 1

Students will use manipulatives to understand number and operations. Students will solve problems involving place-value, prime and composite numbers, and properties of operations to represent mathematical operations, as well as create equivalent representation of given numbers.

Facilitator

S. Blum

Participants

teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

G5.B7 Students in the lowest 25% sub-group will improve their target score by 5%. Note: No data was available for percent in this subgroup. Their areas of least proficiency were Number Sense Operations, Problems & Statistics for elementary students and Geometry and Measurement for middle school students.

G5.B7.S1 Students will create rules that describe relationships and describe relationships in context. Students will use patterns, models, and relationships as contexts for writing and solving simple equations.

PD Opportunity 1

Middle School Students will solve real-world problems using properties of equality, law of exponents, scientific notation, radical expressions and absolute value, simplify expressions using order of operations, including exponents and/or parentheses, and identify a set of discrete or continuous data.

Facilitator

S. Blum

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

G5.B8 Middle School Acceleration for middle school students had NA listed for data, but our school had middle school students taking EOC exam. Due to late score reporting from paper-based testing, the results from this group of students was hand-calculated. Data indicated the 2 middle school students who took EOCs, one in algebra and one in geometry, both scored in the level 4 and level 5 range (100% proficiency). Our goal to to maintain this current level of proficiency for upcoming middle school students on the accelerated track.

G5.B8.S1 The middle school algebra students will solve problems involving number properties, linear equations and inequalities, solve algebraic equations and proportions, solve quadratic equations, and solve real-world problems involving relations and functions. Students will graph, solve, and interpret quadratic equations, use inductive reasoning strategies that include discovery learning activities.

PD Opportunity 1

Students will solve multi-step problems, rationales, radicals, quadratics, and discrete numbers and identify correct operations in different types of problems.

Facilitator

S. Blum

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans.

G7. Results of the 2012-2013 school year for students taking the Algebra 1 EOC scoring achievement level 3 was 26% with a 2014 goal to increase 5% points to 31% and students scoring levels 4 & above was 5% with a 2014 goal to increase by 2 % points to 7%.

G7.B1 Students scoring level 3 on the Algebra EOC were least proficient in Reporting Category 2: Polynomials. These students need additional practice in solving real-world problems involving relations and functions. Data from the 2012-2013 school year for these students indicated that 26% scored a level 3. Our school needs to increase this by 5 percentage points from 26% to 31%. Due to late score reporting as a result of paper testing, these figures are not reflecting the majority of our EOC Algebra 1 students.

G7.B1.S1 Students will be provided with more practice in solving real-world problems involving relations and functions. Students will receive more practice in solving multi-step problems with simplifying monomials, minimal expressions using laws of integral exponents, radical expressions, linear equations, adding, subtracting, multiplying polynomials, factoring polynomials, and mathematical problem solving with several rate parameters. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on solving multi-step problems with simplifying monomials, minimal expressions using laws of integral exponents, radical expressions, linear equations, adding, subtracting, multiplying polynomials, factoring polynomials, and mathematical problem solving with several rate parameters through individual tutoring, online intervention programs and use of the extended learning modules. In addition, teachers will be using released FCAT tests for added practice

PD Opportunity 1

Students will solve pattern problems, write rules for patterns, determine the function for a given sequence of numbers, convert linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations. Students will also use inductive reasoning strategies that include discovery learning activities.

Facilitator

S. Blum

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

G8. Results of the 2012-2013 Geometry End of Course Exam was: 22% scoring achievement level 3, with a 2014 target goal of 5 more points to 27% s and 8% scoring achievement levels 4-5 with a 2014 target goal of 2 more points to 10% scoring this level.

G8.B1 Results of the 2012-2013 school year indicated that students scoring level 3 on the 2012-2013 Geometry End of Course Assessment was 22%. Our goal for the 2013-2014 school year it to increase this amount by 5 percentage points to 27%. These students were least proficient in Reporting Category 2: Three-Dimensional Geometry. These students need more exposure to using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving solids and justifying and applying formulas to determine surface area, lateral area, and volume of solids. Due to late score reporting as a result of paper testing, these figures are not reflecting the majority of our EOC Geometry students

G8.B1.S1 Students will solve problems involving real-world situations including solids, and justifying and applying formulas to determine surface area, lateral area, and volume of solids. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on solving problems involving real-world situations including solids, and justifying and applying formulas to determine surface area, lateral area, and volume of solids through individual tutoring, online intervention programs and use of the extended learning modules. Students will also use practice EOC Geometry exams for additional practice and support.

PD Opportunity 1

Students will identify a net for a regular or non-regular polyhedron, identify the regular or non-regular polyhedron for a given net, identify and determine types of faces or the number of faces, edges, or vertices of a given polyhedron, explain and apply formulas to determine surface area, lateral area, and volume of solids, identify and use properties of congruent or similar solids to solve problems, identify chords, tangents, radii, or great circles of spheres.

Facilitator

S.Blum

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

PD Opportunity 2

Students will determine how changes in no more than two parameters affect the surface area and volume, and determine how changes in one parameter affect the other parameter(s) when surface area and volume are held constant.

Facilitator

S.Blum

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

G8.B2 Results of the 2012-2013 school year indicated that students scoring level 4 and above on the 2012-2013 Geometry End of Course Assessment was 8% and our goal for the 2013-2014 school year it to increase this amount by 2 percentage points to 10%. These students demonstrated least proficiency in Reporting Category 3: Trigonometry and Discrete Mathematics. These students need more practice in deriving formulas for perimeter and/or area of polygons, solving real-world problems using measures of circumference, arc length, and areas of circles and sectors, applying the inequality theorems. Due to late score reporting as a result of paper testing, these figures are not reflecting the majority of our EOC Geometry students

G8.B2.S1 Students will apply geometric concepts in modeling real-world situations, use technology tools for varying assumptions, explore consequences, compare predictions, identify a conditional statement and write the converse, inverse, and contra-positive statements. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on modeling real-world situations, use of technology tools for varying assumptions, explore consequences, compare predictions, identify a conditional statement and write the converse, inverse, and contra-positive statements through individual tutoring, online intervention programs and use of the extended learning modules. In addition, teachers will be using practice EOC exams for extra support.

PD Opportunity 1

Students will solve problems related to triangle inequality, inequality in one triangle, and the Hinge Theorem and determine how changes and in dimensions affect the surface area and volume of common geometric solids. Students will justify their conclusions, communicate, and respond to the arguments of others by asking useful questions to clarify and/or improve students' arguments

Facilitator

S. Blum

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

G9. The overall mathematics goal for Postsecondary Math Readiness is to increase the target score in mathematics by 10% points on the 2014 Post Secondary Readiness Test (P.E.R.T.) Students will improve their math competencies needed for college success.

G9.B1 Data was not available on the OSI website, but the majority of students taking the PERT at Brucie Ball Ed. Center did not pass the P.E.R.T. Mathematics Test. Students need additional practice solving problems and equations, number systems extended from whole numbers to the set of all integers (positive, negative, and zero), from integers to rational numbers, and from rational numbers (rational and irrational numbers), know when and how to apply standard algorithms or concepts, and perform them flexibly, accurately and efficiently. Our students need more instructional time to explain and apply basic number theory concepts

G9.B1.S1 Students will solve linear equations with one or more variables, formulate equations with word problems, solve and translate word problems, solve time/rate/distance problems requiring percentage of increase or decrease, and solve ratio and proportion problems. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on solving linear equations with one or more variables, formulate equations with word problems, solve and translate word problems, solve time/rate/distance problems requiring percentage of increase or decrease, and solve ratio and proportion problems presented in the text through individual tutoring, online intervention programs and use of the extended learning modules and practice PERT exams.

PD Opportunity 1

Students will solve problems in basic number theory concepts such as prime number, factor, divisibility, least common multiple, and greatest common divisor, as well as translate word problems into proportions. Students will interpret quantities and units correctly in algebraic formulas, factor problems , scientific notation, word problems, polynomials, interpreting expressions such as terms, factors and coefficients, and applying the order-of-operations to evaluate algebraic expressions, including those with parentheses and exponents.

Facilitator

S. Blum

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

G11. Students in grade 8 taking the FCAT Science and/or the Florida Alternate Assessment Science (no data for gr.8) will improve their overall target scores by 4 percentage points of 2014 FCAT Science and/or 2014 Florida Alternate Assessment Science.

G11.B2 Data on the 2013 FCAT Science, Grade 8, indicated 47% scored at level 4 or above. The target goal is to increase that by 2% points to 49%. The area of least proficiency for students in grade 8 scoring Level 4 or above is Reporting Category 2: Earth & Space Science.

G11.B2.S1 Students will develop higher order thinking skills through hands projects and experiments that involve Reporting Category 2: Earth & Space Science.

PD Opportunity 1

Students will be able to answer critical thinking questions and work on skills that cover: Atmosphere, Mineral properties—hardness, Renewable v. nonrenewable resources, Erosion—water, Star brightness, Distinguishing between asteroids and comets; Role of the ocean; Water cycle—condensation; Water cycle—states of matter; Climate zone; Deposition; Rock cycle—erosion; Earthquakes; Properties of the sun; Eclipses; and Properties of planets, in order to develop higher order thinking skills to increase levels of mastery.

Facilitator

S. Blum

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, data collected from the IEP Science Goals and online programs such as Gizmos, and Odyssey/Compass Learning.

G14. Our goal is for at least 70% of our students to score proficient on the 2014 Civics End of Course Exam. There is no prior data as this is the first year our school will be administering the Civics EOC.

G14.B1 Students continue to struggle comprehending 'on grade level' text material. We were not a field tested school, but our 2013 Baseline Interim Assessment Data indicates that 0% of our students had an overall score of proficient.These students will need more exposure to organization and functions of our government policies, political processes, organization, origins, purposes, laws and roles, rights and responsibilities.

G14.B1.S1 Students will read and interpret graphs, charts, maps, timelines, political cartoons, graphic representations, function and organization of our governments and policies using critical reading and note-taking skills.

PD Opportunity 1

Students will discuss the values, complexities, and dilemmas involved in social, political, and economic issues; develop well-reasoned positions on issues to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations.

Facilitator

Sue Weber

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

G15. Due to late paper score reporting, no 2013 data was available. Analysis of our late score report indicated 31% of our students scored a level 3 on the US History EOC . Our 2014 goal is to increase our proficiency level by 10 percentage points.

G15.B1 Thirty percent or our students scored in the upper third (level 3) on the U.S. History EOC. Students continue to struggle comprehending 'on grade level' text material. Data from the 2013 U.S. History EOC Baseline Benchmark Assessment indicated 11% of our students scored proficient. Students have limited exposure reading and interpreting graphs, charts, maps, timelines, political cartoons, and other graphic representations, as well as recognizing text structure, summarizing, and questioning the author. The weakest Reporting Category was The U.S. & Defense of the International Peace.

G15.B1.S1 Students will implement critical close reading strategies and interpreting graphs, charts, maps, timelines, political cartoons, and other graphic representations. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will be provided one hour of additional support and instruction on how to analyze critical close reading strategies and interpreting graphs, charts, maps, timelines, political cartoons, and other graphic representations through individual tutoring, and practice EOC exams.

PD Opportunity 1

Students will implement reading comprehension and note taking strategies, as well as the use of graphic and semantic organizers. Students will recognize text structure, summarize, question the author, use meta-cognition, and fix up strategies to repair comprehension. Students will visualize, make connections, ask questions, infer, determine importance, and synthesize while reading text on the U.S. defense of the international Peace, Global Military, Political and Economic changes and history of the Late 19th/early 20th Century and Tun of the Century.

Facilitator

Sue Weber

Participants

Teacher along with support from MTSS Leadership Team, PBS Leadership Team, Literacy Leadership Team, Department Chairs

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

G15.B2 Thirty-seven percent of our students scored in the middle third (level 2) on the U.S. History EOC. Students continue to struggle comprehending 'on grade level' text material. Data from the 2013 U.S. History EOC Baseline Benchmark Assessment indicated 11% of our students scored proficient or level 3. These students have limited exposure reading and interpreting graphs, charts, maps, timelines, political cartoons, and other graphic representations, as well as recognizing text structure, summarizing, and questioning the author. The weakest Reporting Category was The U.S. & Defense of the International Peace.

G15.B2.S1 Students will read, interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. Students will recognize text structure, summarize, question the author, use meta-cognition, and fix up strategies to repair comprehension. Students will visualize, make connections, ask questions, infer, determine importance, and synthesize. To address the mid-year winter interim assessment data and the lack of progress towards meeting the goal, student will read, interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. Students will recognize text structure, summarize, question the author, use meta-cognition, and fix up strategies to repair comprehension. Students will visualize, make connections, ask questions, infer, determine importance, and synthesize presented in the text through individual tutoring, and practice EOC exams.

PD Opportunity 1

Students will read, interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. Students will recognize text structure, summarize, question the author, use meta-cognition, and fix up strategies to repair comprehension. Students will visualize, make connections, ask questions, infer, determine importance, and synthesize.

Facilitator

S. Weber

Participants

Teachers along with MTSS/RtI Leadership Team, Department Chairpersons.

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing student work samples, quizzes, tests, and lesson plans

G16. Based on the analysis of the 2013 school data, the area in need of STEM improvement is the participation of the students in individual Science projects.

G16.B1 Due to the nature of our program, which limits the amount of course curriculum offerings and our students being confined to the home, STEM is not currently offered for students enrolled in our school.

G16.B1.S1 The Professional Learning Communities will plan and implement Science Projects which will provide students with an opportunity to develop higher order thinking skill through hands on inquiry-based learning and Scientific Thinking. Students will participate in virtual online science activities and labs.

PD Opportunity 1

Teachers will help students experience real science or engineering with hands-on projects they can do at home. Students will be provided with activities to practice the scientific process to reinforce concepts learned from their text.

Facilitator

Y. Laseter

Participants

Teachers along with MTSS/RtI Leadership Team, Administrators. Department Chairperson.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, lesson plans, lab reports and science project.

G18. We will improve academic achievement by lowering the percent of students that miss 10% or more of instructional time from 38% to 37% and improve disciplinary incidents by decreasing suspensions due to behavioral referrals from 7% to 6%.

G18.B2 Data from the 2012 EWS indicated 36% of our students were not proficient in reading by third grade. Our goal is to decrease that percentage by 4 percentage points to 32%. The students' medical conditions, which are often a limiting factors to academic achievement and school attendance, often has a direct affect on students' abilities for success in reading.

G18.B2.S1 Students entering third grade will practice reading skills via additional instructional time through the use of online programs, software programs, after-school tutoring, and home learning activities.

PD Opportunity 1

Students will practice reading after school hours using Riverdeep, Odyssey/Compass Learning, McGraw Hill Wonders online activities, trade books, and reading materials from a variety of genres (educational magazines, library books, audio tapes, newspapers, portfolio samples, journals, etc..

Facilitator

Sue Weber, Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Samples of student work, data from tests, quizzes and interim assessments.

G20. During the 2012-2013 school year, parent participation in school wide activities was 13%. Our goal for the 2013-14 school year is to increase parent participation by 5 percent to 18%.

G20.B1 Our school serves students across the County, so it is often difficult for parents to travel long distances to attend our school activities and functions. Many of our students have medical conditions and can not be left alone, which often prohibits parents from traveling to our school.

G20.B1.S1 Activities for parents may be in the form of information brochures, flyers, online communications, Edmodo Software, Connect Ed or tele-conferences to disperse information or conduct conferences using the teleconferencing bridges. Information is also distributed via the paraprofessionals and itinerant teachers.

PD Opportunity 1

Teachers and the Principal will distribute pertinent information to parents via the internet, Edmodo, and Connect Ed, flyers, surveys, and brochures.

Facilitator

NA.

Participants

Teachers and Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from parent responses to information distributed such as surveys and questionnaires.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	In 2013, 16% of our students scored 3 or higher on FCAT or 4 or higher on the (Florida Alternate Assessment) FAA. In 2014, our target goal is to increase this score by 30% points to 46% of students to score 3 or above on FCAT or 4 or above on the FAA.	$5,000
G18.	We will improve academic achievement by lowering the percent of students that miss 10% or more of instructional time from 38% to 37% and improve disciplinary incidents by decreasing suspensions due to behavioral referrals from 7% to 6%.	$500
	Total	$5,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Total
EESAC	$500	$0	$500
IDEA	$5,000	$0	$5,000
	$0	$0	$0
Total	$5,500	$0	$5,500

Budget Details

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

G1. In 2013, 16% of our students scored 3 or higher on FCAT or 4 or higher on the (Florida Alternate Assessment) FAA. In 2014, our target goal is to increase this score by 30% points to 46% of students to score 3 or above on FCAT or 4 or above on the FAA.

G1.B6 The area of deficiency for Students making Learning Gains, as noted on the 2013 administration of the 2013 FCAT 2.0 Reading administration, was Reporting Category 3, Literary Analysis-Fiction/Nonfiction. No data was available for on school in this category (NA), but our goal will be to continue to increase our percentage in this subgroup from our prior year's figure increasing the percentage for 82% to 87% making learning gains as indicated on the 2014 FCAT Reading.

G1.B6.S1 Students will practice analyzing the structure an author uses to organize a text, interpret literary work by describing an author’s use of literary elements, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader’s emotions..

Action Step 4

Students will practice locating, analyzing, evaluating specific information in text features such as table of contents, glossary, headings and subtitles, italics, graphs, italicized text, index, indices, etc.

Resource Type

Evidence-Based Program

Resource

Provide tutors to instruct students on a one-to-one basis after school hours

Funding Source

IDEA

Amount Needed

$2,500

G1.B7 On the 2013 administration of the 2013 FCAT 2.0 Reading administration, students in the lowest 25% demonstrated difficulty with the Reporting Category Vocabulary. No data was available for this group, as NA was listed, however we will still identify our lowest 25% target group and and set a goal of 10% increase our target and decrease the number of students in the lowest 25%.

G1.B7.S1 Students will practice “close reading”, listen to, read, and discuss a variety of text, use context clues and graphics to determine the meaning of unknown words, identify new vocabulary that is introduced and taught directly, categorize key vocabulary, recognize and use prefixes, suffixes, and root words, identify word relationships (e.g. common analogies) and their meaning.

Action Step 3

FCAT level 1 & 2 students will be enrolled in an intensive reading course in addition to the traditional Language Arts program. Teleclass students will be provided a personal net-book computers and wireless air cards, and to itinerant students that do not have internet access in order to increase instructional time through the use of instructional software such as Compass Odyssey Learning, i-Ready, Jamestown Navigator, USA Today, Reading Plus, Destination Learning, and My Reading Coach. Tutoring will be implemented beyond the school day once per week using on-line instructional programs.These students will be enrolled in an intensive reading course in addition to the traditional Language Arts program.

Resource Type

Evidence-Based Program

Resource

Tutors to provide one-to-one tutoring in the students' homes after school hours

Funding Source

IDEA

Amount Needed

$2,500

G5. In 2013, 24% of our students scored 3 or higher on FCAT or Math EOCs, or 4 or higher on the Florida Alternate Assessment (FAA). In 2014, our target goal is for 28% of these students to score 3 or above on the FCAT, EOC, or 4 or above on the FAA.

G5.B2 Elementary/Middle School Students scoring at Achievement Level 3 will improve their target score from 11% to 24%. Their least proficient area was Reporting Category 3: Geometry and Measurement.

G5.B2.S1 Students will be explore mathematical contexts and develop understanding of geometric and measurement concepts. Students will compose, decompose, describe, analyze, compare, classify, building, and draw models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects.

Action Step 3

Students will extend their learning time by utilizing online, research-based technology programs to increase instructional time beyond the time that teacher and student interact. This includes district provided technology such as Destination Learning, Compass Learning/ Odyssey, FCAT Explorer, Gizmos, and free online programs such as Khan Academy and phschool.com.

Resource Type

Personnel

Resource

Funding Source

Amount Needed

G18. We will improve academic achievement by lowering the percent of students that miss 10% or more of instructional time from 38% to 37% and improve disciplinary incidents by decreasing suspensions due to behavioral referrals from 7% to 6%.

G18.B1 Hospital/Homebound students are too medically ill to attend their regular schools and their medical condition often necessitates cancelling of scheduled instructional time by an itinerant teacher. The suspension rate of students who are enrolled at Brucie Ball for elementary students is not applicable for our school.

G18.B1.S1 Students will progressing academically exhibit motivation, displaying appropriate behaviors by responding to tangible incentives for behavioral reinforcement to increase academic achievement and appropriate school behaviors..

Action Step 1

Students exhibit positive academic and behavioral motivations. Students perform according to behavioral contracts.

Resource Type

Evidence-Based Program

Resource

Funding Source

EESAC

Amount Needed

$500