



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Youth Co Op Charter School

7700 W 20TH AVE

Hialeah, FL 33016

305-819-8855

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

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
80%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
99%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Youth Co Op Charter School

Principal

Maritza Aragon Board Chair : O. Frank Valladares

School Advisory Council chair

Shaina Nelson

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

Name	Title
Maritza Aragon	Principal
Leisy Reitz	Assistant Principal
Shaina Nelson	Reading Coach
Lorena Liscano	Schooll Counselor
Alejandro Portela	Test Chair
Carlos Rodriguez	Middle School History teacher
Pierre Alexis	Middle School Math teacher
Jacqueline Corcho	SPED Specialist
Bronwen Leaver	Kindergarten Elementary teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

1/12/2014

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

BCR-2 , Alternate Student-1, Student-2, Parents-5, Alternate Educational Support- 1, Educational Support- 1, Alternate Teacher-1, Teachers-2, Alternate Principal-1, Principal-1

Maritza Aragon Principal

Leisy Reitz Alternate Principal

Shaina Nelson ESSAC chairperson

Lorena Liscano Teacher

Tania Alonso Teacher
Cydny Cruz Educational Support
Marlene Alternate Educational Support
Freddie Arminana Parent
Wilma Hernandez Parent
Aimara Estrabao Parent
Luis Becker Alt. Parent
Claudia David Parent
Victor Arminana Student
Alexa Gaviria Student
Sebastian Sanchez Alt. Student

Involvement of the SAC in the development of the SIP

The beginning of the new year will commence with a review of the latest School Improvement Plan, as well as revise the mission and vision, if necessary, of YCCS. Elections will also take place during the first meetings. As the year progresses, approval/review of the new budget, as well as of incoming data, will take up most of the Council’s activities. Midyear review of progress made towards the SIP goals will be revisited. The end of the school year will see members planning for the new SIP again, as well as reviewing the school’s strengths and weaknesses towards its goals. Elections may take place as well, including further development of parental involvement activities and support services. As always, the EESAC will monitor the SIP for progress towards goals throughout the year.

Activities of the SAC for the upcoming school year

The SAC will be informed of all changes made to the SIP as well as be kept updated of all newly attained data for the school. Elections may take place as well, including further development of parental involvement activities and support services. As always, the EESAC will monitor the SIP for progress towards goals throughout the year. EESAC will vote on the distribution of the A money.

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

The school improvement funds will be used towards the purchase of the Reading Plus Software for students in grades 3rd-8th.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Maritza Aragon Board Chair : O. Frank Valladares

Principal

Years as Administrator: 15

Years at Current School: 15

Credentials

BS- Education, Montclair State College; Master of Science-Educational Leadership, Nova Southeastern University; and Holds professional certification in the areas of Social Science, Spanish, and

Performance Record

2013 – School Grade – A
 Rdg. Proficiency, 69%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% - 70 points
 Math Imp. of Lowest 25% - 73 points
 Rdg. AMO –No
 Math AMO–No
 2012-School Grade-A
 Rdg. Proficiency, 68%
 Math Proficiency, 68 %
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% - 81 points
 Math Imp. of Lowest 25%-79 points
 Rdg. AMO – No
 Math AMO – No
 2011-School Grade-A
 Rdg. Proficiency, 79%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25%-74 points
 2010-School Grade-A
 Rdg. Proficiency, 79%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 75 points
 Rdg. Imp. of Lowest 25% - 79 points
 Math Imp. of Lowest 25%-68 points
 2009-School Grade-A
 Rdg. Proficiency, 81%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25%-79 points

Leisy Reitz

Asst Principal

Years as Administrator: 2

Years at Current School: 15

Credentials

BS – Professional Administration, Florida, Barry University
 Master of Science-Educational Leadership, Nova Southeastern
 Holds a professional certificate in Elementary education with an
 ESOL endorsement

Performance Record

2013 – School Grade – A
 Rdg. Proficiency, 69%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% - 70 points
 Math Imp. of Lowest 25%- 73 points
 Rdg. AMO – No
 Math AMO – No
 2012-School Grade- A
 Rdg. Proficiency, 68 %
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 81% - points
 Math Imp. of Lowest 25%- 71 points
 Rdg. AMO – No
 Math AMO – No
 2011-School Grade-A
 Rdg. Proficiency, 79%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25%-74 points
 2010-School Grade-A
 Rdg. Proficiency, 79%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 75 points
 Rdg. Imp. of Lowest 25% - 79 points
 Math Imp. of Lowest 25%-68 points
 2009-School Grade-A
 Rdg. Proficiency, 81%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25%-79 points

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Shaina Nelson

Full-time / School-based Years as Coach: 0 Years at Current School: 5

Areas Reading/Literacy

Credentials Bachelors in Elementary Education K-6, Masters in Elementary Education K-6, ESOL Endorsement K-12, Mathematics 5-9

Performance Record

2013 – School Grade – A
 Rdg. Proficiency, 69%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% - 70 points
 Math Imp. of Lowest 25% - 73 points
 Rdg. AMO –No
 Math AMO–No

2012-School Grade-A
 Rdg. Proficiency, 68%
 Math Proficiency, 68 %
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% - 81 points
 Math Imp. of Lowest 25%-79 points
 Rdg. AMO – No
 Math AMO – No

2011-School Grade-A
 Rdg. Proficiency, 79%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25%-74 points

2010-School Grade-A
 Rdg. Proficiency, 79%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 75 points
 Rdg. Imp. of Lowest 25% - 79 points
 Math Imp. of Lowest 25%-68 points

2009-School Grade-A
 Rdg. Proficiency, 81%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25%-79 points

Classroom Teachers

of classroom teachers

42

receiving effective rating or higher

100, 238%

Highly Qualified Teachers

95%

certified in-field

46, 110%

ESOL endorsed

38, 90%

reading endorsed

7, 17%

with advanced degrees

6, 14%

National Board Certified

, 0%

first-year teachers

20, 48%

with 1-5 years of experience

21, 50%

with 6-14 years of experience

6, 14%

with 15 or more years of experience

, 0%

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

Teacher positions are advertised online at teacherteachers.com. Also, competitive salaries are assigned to all employees that match the districts. In order to retain highly qualified teachers, benefits such as free health insurance, a 401K plan and dental insurance are made available to all employees. IPEGS evaluations are completed yearly in order provide feedback for teachers.

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

Mentee teachers will be assigned a mentor who has experience in the mentees teacher's subject area for the entire school year.

The following are the planned mentors' activities responsibilities:

- Regular formal and informal meeting with mentee(s)
- Assist the mentee(S) in becoming familiar with the daily operations of the school
- Classroom visitations/observation for positive corrective feedback

- Lesson plan and DATA support
- Curriculum development and teaching methods meetings
- Classroom management strategies

In addition, the Reading Coach will also plan subject area and grade levels meetings for all new teachers in the areas of curriculum, instructional development, supplemental resources, teaching strategies, and intervention programs for Reading, Math, and Science. The mentor and mentees will be planning classroom visits to model and demonstrate successful teaching strategies; both the mentor and mentees will share materials, curriculum development, and teaching methods. Meetings during the Professional Learning Communities will be conducted in order to discuss and reflect on the teaching process, discuss specific areas where improvement is needed, and discuss school-related procedures, assignments, and issues. The reading coach will also model using effective reading and writing strategies. Formal and informal mentoring and conversations will take place between the mentor and mentees. The mentor will model appropriate classroom management strategies and will be open for questions and procedures that the mentees might have. The rationale for pairing includes pairing up veteran teachers that have shown exceptional teaching evidence with newer teachers.

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

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

Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a 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. Rtl leadership is vital; therefore, in building its team, the school has considered the following:
 - Administrator(s) who will ensure commitment and allocate resources;
 - Teacher(s) and the Reading Coach who will extend support and report on meeting the goals of the leadership team at grade level, subject area, and intervention group.
 - Team members who will meet to review consensus, infrastructure, and implementation of building level.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
 - School reading, math, science, and behavior specialist
 - Special education personnel
 - School guidance counselor
 - School psychologist
 - School social worker
 - Member of advisory group
 - Community stakeholders
3. Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to the students' needs. Rtl uses increasingly more intense instruction and interventions.
 - The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
 - 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.
 - The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or

behaviorally.

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 benchmark and progress monitoring data. The RtI four-step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Principal: Serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are individually assessed and academically addressed. Ms. Aragon establishes and promotes high standards and expectations for all students and staff for increased academic performance and behavior consistent with Youth Co-Op's mission, provides a common vision for the use of data-based decision-making, ensures that the RTI initiative is implemented; ensures implementation of intervention, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based academic plans and activities.

Assistant Principal: Shares the principal's mission and vision; assists and participates in collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

General education Teachers and department chairs (Primary and Intermediate): Provide information and academic resources about core instruction, participate in data collection, interpretation and analysis, deliver and implement tiered instruction/ intervention, collaborate with other staff to effectively implement tiered instruction and intervention, and successfully implement focus calendars and pacing guides.

Support the reading coach in accomplishing success in the school's implementation of the CRRP.

Exceptional Student Education (SPED) Chair: Provides assistance and guidance on the effective implementation of accommodations for the SPED population at the school.

Reading Coach: Assists with the development, coordination and implementation of the CRRP in the school; recommends materials for purchase that support the reading plan; coaches and demonstrates lessons for teachers; attends district-level staff development workshops and shares the information with faculty and staff; participates in the development of recommended reading lists; remains abreast of reading policies, requirements and strategies and shares these with peers; and assists in the evaluation of new instructional programs and instructional materials.

Parental Involvement Liaison: Assists in planning, implementing and administering educational support to school programs and special projects in which the parental community is involved; provides an on-going channel of communication for staff, faculty, parents and the community; recruits parent volunteers for educational activities; solicits the participation of local group committees in school life; and solicits the participation of local business communities in programs for parental involvement.

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

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.

The purpose of the Reading Leadership Team is to create a 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 that quarterly.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of

the Reading Leadership Team. The team will meet quarterly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Principal: Maritza Aragon - serves as the educational leader; responsible for managing the policies, regulations, and procedures to ensure that all students are individually assessed and academically addressed; establishes and promotes high standards and expectations for all students and staff for increased academic performance and behavior consistent with Youth Co-Op's mission; provides a common vision for the use of data-based decision-making; ensures that the RTI initiative is implemented; ensures implementation of intervention and adequate professional development to support RTI implementation; and communicates with parents regarding school-based academic plans and activities.

Assistant Principal: Leisy Reitz - shares the principal's mission and vision; assists and participates in the collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

General Education Teachers (Primary and Intermediate): provide information and academic resources about core instruction; participate in data collection, interpretation and analysis, deliver and implement tiered instruction/ intervention; collaborate with other staff to effectively implement tiered instruction and intervention and successfully implement focus calendars and pacing guides; support the reading coach in accomplishing success in the school's implementation of the CRRP.

Reading Coach: Shaina Nelson - assists with the development, coordination and implementation of the CRRP in the school; recommends materials for purchase that support the reading plan; coaches and demonstrates lessons for teachers; attends district-level staff development workshops and shares the information with faculty and staff; participates in the development of recommended reading lists; keep abreast of reading policies, requirements and strategies and shares these with peers; and assists in the evaluation of new instructional programs and instructional materials.

Exceptional Student Education (SPED) Chair/School Counselor: Jacqueline Corcho/Lorena Liscano - provides assistance and guidance on the effective implementation of accommodations for the SPED population at the school.

Alejandro Portela (Test Chair): provides information on testing schedule and teacher training, provides information and academic resources about core instruction; participate in data collection, interpretation and analysis, collaborate with other staff to effectively implement tiered instruction and intervention; support the reading coach in accomplishing success in the school's implementation of the CRRP.

Bronwen Leaver: Elementary Teacher

Lorena Liscano: School Counselor

Shaina Nelson: Reading Coach

Alejandro Portela: Test Chair

Carlos Rodriguez: Middle School History

Pierre Alexis: Middle School Math teacher

Jacqueline Corcho: SPED Specialist

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team will consider the data gathered at the end of year to address and solve Tier 1 problems.

The RTI Leadership Team and/ or its sub-groups will continue to meet with the principal, assistant

principal, and the lead teacher to help develop and implement the SIP in conjunction with the EESAC committee. The team will obtain and analyze data as discussed before on the three different tier targets. It will analyze its implications, provide intervention programs, and monitor their effective implementation in conjunction with the core programs. This multi-tiered approach guarantees high quality instruction and intervention matched with the students' needs. The team will analyze the school as a community in a holistic manner taking into consideration its culture, organization, and curriculum. The team in general understands the School Improvement Plan (SIP) as a guiding live document that is continually reviewed and modified to ensure that the students have programs, resources, and interventions in place so that they can achieve their greatest potential. The RTI team through the school improvement plan strives to continue to meet AYP in all sub-groups, as well as to engage in continuous efforts to implement a continuous problem-solving RTI frame at YCCS. The RTI problem-solving process dictates and guides our school improvement plan and makes it a true live document.

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

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

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

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- FLKRS
- OLPS
- CELLA
- ITBS
- Wonders Works Assessments
- Baseline Benchmark Assessments
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- EOC's
- SESAT
- SAT
- Student grades
- School site specific assessments

Behavior

Positive Behavioral Strategies

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Staff/students/parents climate surveys
- Attendance
- Referrals to special education programs

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

The district professional development and support will include:

1. Training for all administrators in the Rtl problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan.

2. Providing support for school staff to understand basic Rtl principles and procedures and providing a network of ongoing support for Rtl organized through feeder patterns.

Professional development (PD) will be provided to new faculty members and will continue to be provided to new staff through the State's Rtl portal, pending on State's availability of courses. One PD session specifically addressing RTI will take place in September and will involve all staff members in order to refresh the school's climate/culture towards the understanding of data-driven instruction and how to individually address student's academic needs in order to make sound instructional decisions and intervene early. The reading department was trained in August on the FAIR assessment and ongoing review sessions will be conducted on an individual basis; emphasis will be put on its close relationship and contribution to a tiered academic system in Youth Co-Op Charter School. Due to the fact that Youth Co-Op strives to follow the CRRP with fidelity, the reading and language arts department is well versed in the understanding of how assessment and intervention integrate in a multi-level prevention system to maximize student achievement and to reduce behavior problems. The team will identify students at risk for poor learning outcomes, monitor their progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on performance (reflected on assessments). In order to accomplish this, the school has purchased the Wonder Works Curriculum to deliver instruction to Tier III students. The leadership team will also evaluate additional staff PD needs during the quarterly Leadership Team meetings, depending on the goals established on the leadership team action plan.

3. Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective and active involvement and resolute leadership that frequently provides visible connections between an MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 1,980

The school week will be Monday through Friday from 8:15-3:00 p.m. for grades 2-8. Kindergarten and first grade will start at 8:15 and be dismissed at 2:15 p.m. After school tutoring will also take place between one to two times a week. Ticket to Read (K-2) and Reading Plus will be available as a support to all students as well as a variety of advanced courses. All departments will implement explicit and direct strategies through its core program; Training in the implementation of strategies and assistance in planning for the instructional delivery of those strategies will be provided. PD's will be provided on a need basis and as an ongoing process. The school's Leadership Team will discuss specific target strategies to be implemented school-wide every quarter. A Transfer Folder with a wide variety of resources and a school-wide reading plan have been made available to all teachers with FCAT 2.0 strategies aligned with the NGSSS/Common Core.

Strategy Purpose(s)

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

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

That quarterly, teachers and the leadership team will use ongoing formal and informal classroom assessments, and any standardized assessment results which will be analyzed through the FCIM model by:

- Using evidence-based practices that build a school's capacity to establish continuous improvement as a way of work.
- Facilitating focused instruction for all students.
- Using assessment results to improve teaching and learning.
- Collaboration among teachers, students, and instructional support staff.
- Active learning and student involvement in the learning process.
- Placing responsibility for learning ultimately on the learner.
- Data driven so as to remove subjectivity and replace it with a focus on results.
- Aligning planning, instruction, assessment, and support on student performance.
- Focusing instruction on the Next Generation Sunshine State Standards (NGSSS) and CCSS.
- Refining the teacher's understanding of the areas where students are struggling or succeeding.
- Customizing instruction for student achievement.

Who is responsible for monitoring implementation of this strategy?

The Rtl and Leadership Team will utilize data trends to generate continuous improvement and coordinate strategies to increase school-wide student achievement.

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

Name	Title
Maritza Aragon	Principal
Leisy Reitz	Assistant Principal

Name	Title
Shaina Nelson	Reading Coach
Lorena Liscano	School Counselor
Alejandro Portela	Test Chair
Carlos Rodriguez	Middle School History teacher
Pierre Alexis	Middle School Math Teacher
Jacqueline Corcho	SPED Specialist
Bronwen Leaver	Kindergarten Elementary Teacher

How the school-based LLT functions

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

1. Holding quarterly team meetings where problem solving is the sole focus.
2. Determining how we will know if students have made expected levels of progress towards proficiency.
3. Responding when grades, subject areas, classes, or individual students have not shown a positive response.
4. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
5. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
6. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year 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.

Major initiatives of the LLT

The School Leadership Team:

- Facilitates the development of the School Improvement Plan
- Monitors, assesses and amends the School Improvement Plan
- Advances policies and procedures that enhance achievement and meet educational, safety and parent involvement goals
- Facilitates the involvement of the school community in the development of the School Improvement Plan
- Encourages, supports and creates opportunities for involvement from parents in the community
- Contributes to the design of the School Improvement Plan
- Monitors the effectiveness of the School Improvement Plan Strategies
- Facilitates communication within the professional learning community
- Builds the capacity of the school to address parent and staff concerns
- Builds the capacity of the school to improve in the following areas:
 - High Academic Achievement
 - Effective Educators
 - Adequate Resources and Facilities
 - Safe and Orderly Schools
 - World-Class Service
 - Strong Parent and Community Relations

The Leadership Team will meet that quarterly in order to discuss the school's data and review progress towards SIP goals.

Initiatives of the School Leadership Team:

- Facilitate the School Improvement Plan
- Enhance educational, safety and parent involvement goals
- Improve communication with the learning community
- Help address parent and staff concerns
- Enhance strong parent and community relations

Every Teacher Contributes to Reading Instruction

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

Our teachers will use direct instructional methods that teach students the strategies they need for comprehension. Direct instruction is structured with familiar daily routines. Teachers introduce and explain reading strategies and model the correct procedures for using them. Teachers then guide the class in whole and small group lessons in which the teacher differentiates instruction for all students. Tier III students are placed on a remedial online program. The goal of this type of instruction is to help kids know how to apply strategies when reading independently. Effective reading instruction begins with phonics and progresses along a continuum that includes vocabulary and fluency. Proficiency in these areas is essential for achieving comprehension. Administration will frequently monitor the use of these effective strategies from teachers by doing walk troughs and classroom observations. Formal and informal data on reading will be gathered quarterly and analyzed for student achievement by teachers.

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

Our school offers a transition meeting to parents of future Kindergarten students in May where information is provided regarding the school's policies and procedures; parents are provided with information regarding Kindergarten readiness and developmental characteristics of 5- year olds, among

other important topics. In addition, during the transition meeting, students are provided with the opportunity to meet with their Kindergarten teacher and to conduct various activities. In August, during the school's Open House, students are given another opportunity to meet with their teachers. Early August is also the time where parents are introduced again to their KG teachers, as well as the school's Community Involvement Specialist and administrators. Parents are exposed to the expectations of YCCS, including registration, the parent portal, school uniforms, attendance and tardiness policies and procedures, and what to expect emotionally and socially as their child transitions into the public school system. The Florida Kindergarten Readiness Survey (FLKRS) is also administered to the students during their first month in school to identify areas of weakness. Results are shared with parents promptly. Instructional decisions will be made utilizing the FAIR (Florida Assessment for Instruction in Reading) assessment, and students will be placed in leveled centers accordingly, depending on their instructional needs. The FAIR assessment will be utilized at the beginning, middle, and end of year, in accordance with the District and State guidelines, and recorded on the Progress Monitoring & Reporting Network. Social Skills instruction can be also planned in part by using the FLKRS/ECHOS. The Kindergarten teachers will develop a center for those students who are not ready for Kindergarten that did not attend the VPK program. The center will focus on Phonemic Awareness and Phonics, colors and shapes. We inform the community of our kinder program by distributing flyers at local daycare centers.

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

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. Students are taught to make a connection between 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.

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

Eighth grade students are exposed to the FLChoices.org website. These students are allowed to select future courses. This will also impact the majors they choose so that their selections are personally meaningful, and also involve teachers that are already familiar with the students to assist in the process. Courses selected at school that do not pertain to the core curriculum include: Physical Education, Critical Thinking, Advanced Academics, Drama, Art, Music, Spanish and Industry Certification elective course. Students are encouraged to take elective classes that are meaningful to them, as well as participate in the selection of regular and honors courses with their teachers every year. High School courses while at the middle school level can be earned, thus giving them a competitive advantage among other students in their age group. Also, Career Day is an annual and important event at the school that encourages students to learn about different career options.

Strategies for improving student readiness for the public postsecondary level

Advanced courses are in place to encourage and support more students to be college and career ready. Students are made aware of different college fairs they may attend in order to gain knowledge of colleges and university requirements.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	69%	No	77%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic	74%	69%	No	77%
White		0%		
English language learners	46%	51%	Yes	51%
Students with disabilities	58%	18%	No	63%
Economically disadvantaged	71%	69%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	128	33%	35%
Students scoring at or above Achievement Level 4	138	36%	37%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)		70%	73%

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)	121	64%	68%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	61	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	71	37%	43%

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.			

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	77	60%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	69%	No	75%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic	71%	69%	No	74%
White		0%		
English language learners	58%	71%	Yes	63%
Students with disabilities	43%	36%	No	48%
Economically disadvantaged	70%	67%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	121	35%	37%
Students scoring at or above Achievement Level 4	103	30%	31%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		73%	76%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		54%	59%
Middle school performance on high school EOC and industry certifications		94%	95%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	65%	66%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		26%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		42%
Students scoring at or above Achievement Level 4	10	53%	53%

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	15	29%	31%
Students scoring at or above Achievement Level 4	25	48%	49%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	35%	38%
Students scoring at or above Achievement Level 4	17	20%	21%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		10
Participation in STEM-related experiences provided for students	300	50%	55%

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 <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> 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 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	30	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	4	1%	1%
Students who are not proficient in reading by third grade	22	40%	36%
Students who receive two or more behavior referrals	20	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	2%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	30	5%	4%
Students who fail a mathematics course	2	1%	1%
Students who fail an English Language Arts course	2	1%	1%
Students who fail two or more courses in any subject	3	1%	1%
Students who receive two or more behavior referrals	20	3%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	14	2%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Based on the results of 2013 FCAT 2.0 Reading Assessment, our actual performance was 69%. Our goal is to increase performance to 77%.
- G2.** Based on the Writing FCAT 2013 scores, our goal is for all Grade 4 and Grade 8 students to increase proficiency to 64% from 60%.
- G3.** Our goal is to meet the target AMO 2014 for all students at 75% in 2013. Our subgroup target goals are set at Hispanic 74%, ELL 63%, SWD 48%, and ED 73%. All students making learning gains target goal is set at a 72%, with the lowest 25% set at a 76%.
- G4.** Our goal is to increase the participation in middle school acceleration in high school EOC and industry certifications by 5% from 54% to 59%. Our goal is to increase the performance percent by 1% from 94% to 95%.
- G5.** Based on the results of 2013 Algebra I EOC, our actual performance percent was 91% of our students performing at a level 3 or above. Our goal is to increase our performance percent to 92%, which is a 1% increase from the previous year.
- G6.** Based on the results of the 2013 Geometry EOC, our school's actual performance percent was 95%. Our district target goal is 95% proficiency on the 2014 Geometry EOC.
- G7.** Based on the results of the 2013 FCAT 2.0 Science FCAT, our goal is for the 5th grade students level 3 and above percentage is to increase to 80% from 77%.
- G8.** Based on the results of the 2013 FCAT 2.0 Science FCAT, our goal is for the 8th graders level 3 and above is to increase to 59% from 55%.
- G9.** Our goal is to increase the percentage of STEM related experiences provided for our students from 5 to 10 experiences . Our goal is to increase the percentage of participation in STEM related experiences provided for our students from 50% to 55%.
- G10.** During the 2013 school year 0% of students participated in CTE courses. Our goal for this year is to increase that number to 9%.
- G11.** On the District Baseline assessment 5% of our students scored at proficiency, using 70% as the Level of Proficiency. Our goal for 2014 is to have 25% of our students score in the Middle third or higher on the Civics EOC.
- G12.** The goal is to decrease the number of students missing 10% of instructional time and who have been retained and who receive two or more referrals by 1%, and to decrease the number of students who are not proficient in reading by the third grade by 4%.

- G13.** The goal is to decrease the number of students who miss 10% of instructional time and students who receive two or more referrals by 1% and to keep the number of students who have failed a Math or Language Arts class at or below 1%.

Goals Detail

G1. Based on the results of 2013 FCAT 2.0 Reading Assessment, our actual performance was 69%. Our goal is to increase performance to 77%.

Targets Supported

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

Resources Available to Support the Goal

- Writing Prompts
- concept maps, such as text feature charts, and graphic organizers
- Testing Materials: FAIR, Baseline, Interim, FCAT 2.0 Assessments, CELLA 2014, FCAT Writing exam
- Classroom Tools: Visuals and Interactive Word Walls
- Word banks/vocabulary notebooks and response journals
- Highly qualified personnel
- Veteran mentors assigned to beginning teachers
- FCAT Task cards and FCAT item specifications for higher level questions
- Technology: Reading Plus, Discovery Education, FCAT Explorer, FCAT Florida Achieves, Achieve 3000s
- Supplemental resources: Wordly Wise, Vocabulary workshop
- Curriculum: Common Core Wonders curriculum 3-5 (on level, approaching and beyond and Springboard for 6-10
- Classroom Library: Literature, fiction and nonfiction, from various genres; real world documents, such as newspapers, how to articles, brochures, fliers, and websites
- Quick Reads
- District ESOL reading strategies
- NGSSS and CCSS pacing guides and standards
- FCAT Item Specifications
- Reading coach/language arts chairperson to attend district meetings
- Edusoft

Targeted Barriers to Achieving the Goal

- Students in the Hispanic subgroups' 2013 FCAT performance data indicates that there is a deficiency in the following benchmark Reporting Category 4: Informational text/Research Process: Explain how text features aid the reader's understanding. LA.3-8.6.1.1
- Students in the ELLs subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1 LA.3-8.1.6.9 The students show difficulty using context clues to determine the meanings of words with multiple meanings.
- Students in the SWD subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2: Reading Application: LA.3-8.1.7.3: Determine the main idea of essential message in grade level text through inferring, paraphrasing, summarizing, and identifying relevant details

- Students in the ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1 LA.3-8.1.6.3 The students show difficulty using context clues to determine the meanings of unfamiliar words.
- According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for Grade 3 students scoring level 3 were Reporting Category 2-Reading Application and Reporting Category 3-Literary Analysis Fiction/Nonfiction due to textbook stories not being rigorous enough and not exposing students to higher vocabulary
- According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students scoring level 3 in Grade 4 were Reporting Category 1-Vocabulary and Reporting Category 4-Informational Text/Research Process due to a lack of exposure to non-fiction texts and research projects.
- According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students scoring level 3 in Grade 5 were Reporting Category 2-Reading Application due to a lack of training in reciprocal teaching.
- According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students scoring level 3 in Grade 6 were Reporting Category 2-Reading Application and Reporting Category 3-Literary Analysis Fiction/Nonfiction due to textbook stories not being rigorous enough.
- According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students scoring level 3 in Grade 7 were Reporting Category 1-Vocabulary due to a lack of textbook stories with age appropriate vocabulary.
- According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students scoring level 3 in Grade 8 was Reporting Category 2-Reading Application due to a lack of rigorous textbook stories and poor student knowledge in reading skills.
- According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 3 for students scoring an Achievement at or above a 4 were Reporting Category 3-Literary Analysis Fiction/Nonfiction due to a lack of exposure to a variety of texts.
- According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 4 scoring at or above Achievement Level 4 was Reporting Category 4-Informational Text/Research Process due to a lack of student exposure to real world documents such as fliers, websites, maps, etc.
- According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 5 scoring at or above Achievement Level 4 was Reporting Category 4-Informational Text/Research Process due to a lack of student exposure to real world documents such as fliers, websites, maps, etc.
- According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 6 scoring at or above Achievement Level 4 was Reporting Category 3-Literary Analysis Fiction/Nonfiction due to a lack of student exposure to various types of nonfiction text.
- According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 7 scoring at or above Achievement Level 4 were Reporting Category 1-Vocabulary due to not completing enough Reading Plus sessions.
- According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 8 scoring at or above Achievement Level 4 were Reporting Category 2-Reading Application due to not enough emphasis being placed on explaining and justifying decisions while reading.

- According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 3 - 5 making learning gains was Reporting Category 2 – Reading Application, Reporting Category 3 – Literary Analysis Fiction/Nonfiction, and Reporting Category 4 – Informational Text/Research Process due to a lack of exposure to informational text.
- According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 6 - 8 making learning gains was Reporting Category 1 - Vocabulary and Reporting Category 2 – Reading Applications due to a lack of quality vocabulary resources.
- According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 3 - 5 of the lowest 25% was Reporting Category 2 – Reading Application, Reporting Category 3 – Literary Analysis Fiction/Nonfiction, and Reporting Category 4 – Informational Text/Research Process due to a lack of appropriate resources.
- According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 6 - 8 of the lowest 25% was Reporting Category 1 - Vocabulary and Reporting Category 2 – Reading Applications
- According to CELLA 2013, the barriers of 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) was that their home language is Spanish and that proper English is not appropriately used with peers.
- According to CELLA 2013, the barrier of students, scoring proficient in READING (students read grade-level text in English in a manner similar to non-ELL students), is the lack of comprehension of denotation and connotation used by the author in a given text
- According to CELLA 2013, the barrier of students scoring proficient in WRITING (students write in English at grade level in a manner similar to non-ELL students) is the lack of varied sentence structure in their writing samples.

Plan to Monitor Progress Toward the Goal

- Utilizing the FCIM, the LLT along with the MTSS/Rti team will review students' quarterly assessment reports to monitor progress and to adjust instruction as needed:
 - o Grade 3 - 8 Baseline Reading Assessment
 - o Grade 3 - 8 Fall Interim Reading Assessment
 - o Grade 3 - 8 Winter Interim Reading Assessment
 - o The school wide use of Reading Plus student data reports FAIR (OPM) testing CELLA 2014 FCAT 2014 Writes

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule:

quarterly

Evidence of Completion:

Edusoft reports

G2. Based on the Writing FCAT 2013 scores, our goal is for all Grade 4 and Grade 8 students to increase proficiency to 64% from 60%.

Targets Supported

- Writing

Resources Available to Support the Goal

- FCAT writing samples
- FCAT Writes 2013 scores
- Testing materials: District Baseline prompt, Mid year writing prompt, End of the year writing prompt
- Editor's checklist
- Anchor papers and mentor text
- Student work portfolios
- Instructional materials: concept maps and sensory charts
- Highly qualified personnel
- veteran mentors assigned to beginning teachers
- Springboard for 8th graders
- peer edit writing samples
- Prentice Hall Writing and grammar, Silver Edition for 8th graders
- sensory charts and concept maps
- Edusoft

Targeted Barriers to Achieving the Goal

- Barriers: The areas of deficiency as noted on the 2013 administration of the Writing FCAT for students scoring at 3.5 or above were grammar, punctuation and sentence structures.
- Barrier: The areas of deficiency as noted on the 2013 administration of the Writing FCAT for students scoring at 4 or above were ample supporting sentences with evidence and voice.

Plan to Monitor Progress Toward the Goal

will administer and score district baseline and mid year writing prompts in order to ensure adequate mastery in the areas of conventions and usage of voice, to monitor students' progress through the writing and editing process. Additional support will be provided for struggling students. Teachers will monitor the students' progress on their understanding of the provided peer editing rubric. Teacher will compare peer editing scores to teacher-given scores.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule:

ongoing

Evidence of Completion:

data binder student writing scores peer editing scores compared to teacher-given scores

G3. Our goal is to meet the target AMO 2014 for all students at 75% in 2013. Our subgroup target goals are set at Hispanic 74%, ELL 63%, SWD 48%, and ED 73%. All students making learning gains target goal is set at a 72%, with the lowest 25% set at a 76%.

Targets Supported

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

Resources Available to Support the Goal

- Veteran mentors assigned to beginning teachers
- Highly qualified personnel
- Thinkcentral technology
- Discovery Education tutorials
- Real world word problems
- FCAT Task cards and FCAT item specifications for higher level questions
- Technology: FCAT explorer and Florida Achieves class setup/logins, Compass Learning
- manipulatives and models
- Curriculum: GO Math Common Core curriculum (below level, on level and above)
- Testing Materials: FAIR, Baseline, Interim, FCAT 2.0 Assessments
- Classroom Tools: Visuals and Interactive Word Walls, variety of graphs
- NGSSS and CCSS pacing guides and standards
- District ESOL reading strategies
- Math chairperson to attend district meetings
- Edusoft

Targeted Barriers to Achieving the Goal

- Hispanic subgroup not making AMO: Students in the Hispanic subgroups' 2013 FCAT performance data indicates that there is a deficiency in the following benchmark Reporting Category 2 Number Fractions the students having difficulty in understanding the key vocabulary used in real world word problems
- SWD subgroup not making AMO: Students in the SWD subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2: Number: Fractions: the students show difficulty in solving real world fraction problems
- ED subgroup not making AMO: Students in the ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1 Number: Operations and Problems The students show difficulty solving multi step word problems
- FCAT 2.0 Level 3 Grade 3 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the greatest difficulty for students in Grade 3 Achievement Level 3 was Reporting Category 2: Number: Fractions due to insufficient usage of manipulatives.
- FCAT 2.0 Level 3 Grade 4 According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 4 Achievement Level 3 was Reporting Category 1- Number: Operations and Problems due to lack of vocabulary.

- FCAT 2.0 Level 3 Grade 5 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 5 Achievement Level 3 were Reporting Category 1 Number: Base Ten & Fractions and Reporting Category 3- Geometry and Measurement due to insufficient use of manipulatives.
- FCAT 2.0 Level 3 Grade 6 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 6 Achievement Level 3 were Reporting Category 1: Fractions, Ratios/Proportional Relationships, and Statistics due to a lack of critical thinking skills being effectively taught to students.
- FCAT 2.0 Level 3 Grade 7 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 7 Achievement Level 3 was Reporting Category 3: Geometry & Measurement due to lack of real-world application by students.
- FCAT 2.0 Level 3 Grade 8 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 8 Achievement Level 3 was Reporting Category 3: Geometry & Measurement due to a lack of discovery-based learning activities.
- FCAT 2.0 Level 4 and above Grade 3 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the greatest difficulty for students in Grade 3 Achievement at or above Level 4 and above was Reporting Category 2: Number: Fractions due to few hands-on projects offered to students.
- FCAT 2.0 Level 4 and above Grade 4 According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 4 Achievement at or above Level 4 was Reporting Category 1- Number: Operations and Problems due to a lack of technology based activities.
- FCAT 2.0 Level 4 and above Grade 5 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 5 Achievement at or above Level 4 were Reporting Category 1 Number: Base Ten & Fractions and Reporting Category 3- Geometry and Measurement due to few visual representations made available to students.
- FCAT 2.0 Level 4 and above Grade 6 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 6 Achievement at or above Level 4 were Reporting Category 1 Number: Fractions, Ratios/Proportional Relationships, and Statistics due to lack of few opportunities to for students to engage in meaningful math conversations.
- FCAT 2.0 Level 4 and above Grade 7 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 7 Achievement at or above Level 4 was Reporting Category 3: Geometry & Measurement due to a lack of real-world projects relating to surface area and volume.
- FCAT 2.0 Level 4 and above Grade 8 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 8 Achievement at or above Level 4 was Reporting Category 3: Geometry & Measurement due to a lack of incorporating high intensity tasks with multiple solutions.
- Learning Gains Grade 3 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the greatest difficulty for students in Grade 3 making learning gains was Reporting Category 2: Number: Fractions due to insufficient usage of manipulatives.

- Learning Gains Grade 4 According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 4 making learning gains was Reporting Category 1- Number: Operations and Problems due to lack of vocabulary.
- Learning Gains Grade 5 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 5 making learning gains were Reporting Category 1 Number: Base Ten & Fractions
- Learning Gains Grade 6 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 6 making learning gains was Reporting Category 1: Fractions, Ratios/Proportional Relationships, and Statistics due to lack of higher order questioning by teachers.
- Learning Gains Grade 7 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 7 making learning gains was Reporting Category 3: Geometry & Measurement due to a lack of models.
- Learning Gains Grade 8 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 8 making learning gains was Reporting Category 3 Geometry & Measurement due to a lack of discovery-based learning activities.
- Learning Gains - lowest 25% Grade 3 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the greatest difficulty for students in Grade 3 in the lowest 25% was Reporting Category 1: Number: Operations, problems, and statistics, due to students need having prior knowledge of applying the inverse property
- Learning Gains - lowest 25% Grade 4 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the greatest difficulty for students in Grade 4 in the lowest 25% was Reporting Category 2: Geometry and Measurement, due to lack of understanding in the connection between fractions and decimals.
- Learning Gains - lowest 25% Grade 5 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 5 in the lowest 25% are Reporting Category 3: expressions, equations, and statistics, due to lack of understanding of functional relationships
- Learning Gains - lowest 25% Grade 6 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 6 in the lowest 25% was Reporting Category 1: Fractions, Ratios/Proportional Relationships, and Statistics, due to lack of student fact fluency
- Learning Gains - lowest 25% Grade 7 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 7 in the lowest 25% was Reporting Category 3: Geometry & Measurement, due to the lack of student exposure to a variety of models of visual representations of 3 dimensional figures.
- Learning Gains - lowest 25% Grade 8 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 8 in the lowest 25% was Reporting Category 3 Geometry & Measurement

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the LLT along with the MTSS/Rti team will review students' quarterly assessment reports to monitor progress and to adjust instruction as needed o Grade 3 - 8 Baseline Math Assessment o Grade 3 - 8 Fall Interim Math Assessment o Grade 3 - 8 Winter Interim Math Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule:

quarterly

Evidence of Completion:

Edusoft reports of quarterly assessments

G4. Our goal is to increase the participation in middle school acceleration in high school EOC and industry certifications by 5% from 54% to 59%. Our goal is to increase the performance percent by 1% from 94% to 95%.

Targets Supported

Resources Available to Support the Goal

- Geometry EOC testing materials
- Baseline and Interim Assessments
- measurement tools
- diagrams
- technology programs: Geometer's sketchpad, Dynamic Geometry software, Discovery Education, spreadsheet program
- Common Core State standards pacing guide
- clinometers
- Scientific calculator (TI-30x), a graphing calculator (TI-83Plus/TI-nspire),
- Hands on Patty Paper
- Compass/Straightedge
- algebra tiles
- District ESOL reading strategies
- Edusoft

Targeted Barriers to Achieving the Goal

- The participation in EOC courses depends on teacher recommendations and student FCAT scores. The students are placed in an EOC track starting in 6th grade depending on their FCAT scores from 5th grade. Therefore an increase in participation of EOC courses is linked to an increase in the percent proficient in 5th grade, which leads to an increase in teacher recommendation.
- According to the results of the 2013 Geometry EOC , the area of greatest difficulty for students scoring at Achievement Level 3 was Reporting Category 3 Trigonometry and Discrete Mathematics due to lack of opportunities for discovery in a small group setting [copy]
- According to the results of the 2013 Geometry EOC , the area of greatest difficulty for students scoring at Achievement Level at or above level 4 was Reporting Category 3 Trigonometry and Discrete Mathematics due to lack of opportunities to solve problems with propositions are logically equivalent in mathematical and real world contexts [copy]
- According to the results of the 2013 Algebra I EOC, the area of greatest difficulty for students scoring at a level 3 was Reporting Category 2 Polynomials: due to lack of student understanding and fluency with polynomial arithmetic [copy]
- According to the results of the 2013 Algebra I EOC, the area of greatest difficulty for students at or above a level 4 was Reporting Category 2 Polynomials: due to lack of student understanding and fluency with polynomial arithmetic [copy]

Plan to Monitor Progress Toward the Goal

Administer district baseline and interim assessments

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule:

quarterly

Evidence of Completion:

Edusoft reports

G5. Based on the results of 2013 Algebra I EOC, our actual performance percent was 91% of our students performing at a level 3 or above. Our goal is to increase our performance percent to 92%, which is a 1% increase from the previous year.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Mathematical Practices of the Common Core State Standards
- baseline and interim assessments
- Hands-on materials, such as algebra tiles
- Technology- a four function calculator, a graphing calculator, or spreadsheet program
- Discovery Education videos

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Algebra I EOC, the area of greatest difficulty for students scoring at a level 3 was Reporting Category 2 Polynomials: due to lack of student understanding and fluency with polynomial arithmetic
- According to the results of the 2013 Algebra I EOC, the area of greatest difficulty for students at or above a level 4 was Reporting Category 2 Polynomials: due to lack of student understanding and fluency with polynomial arithmetic

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. Based on the results of the 2013 Geometry EOC, our school's actual performance percent was 95%. Our district target goal is 95% proficiency on the 2014 Geometry EOC.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- baseline and interim assessments
- outdoor measurement projects
- clinometers
- Scientific calculator (TI-30x), a graphing calculator (TI-83Plus/TI-nspire)
- Geometer's Sketchpad (GSP) and Dynamic Geometry software tool
- Hands-on Patty Paper and Compass/Straightedge
- CPS clickers
- Discovery Education

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Geometry EOC , the area of greatest difficulty for students scoring at Achievement Level 3 was Reporting Category 3 Trigonometry and Discrete Mathematics due to lack of opportunities for discovery in a small group setting
- According to the results of the 2013 Geometry EOC , the area of greatest difficulty for students scoring at Achievement Level at or above level 4 was Reporting Category 3 Trigonometry and Discrete Mathematics due to lack of opportunities to solve problems with propositions are logically equivalent in mathematical and real world contexts

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G7. Based on the results of the 2013 FCAT 2.0 Science FCAT, our goal is for the 5th grade students level 3 and above percentage is to increase to 80% from 77%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Florida Achieve FOCUS
- FCAT explorer
- Discovery Education
- Laboratory supplies
- Science chairperson to attend district meetings
- Science competitions (SECME Olympiad and Festival, Elementary Science Fair, Fairchild Challenge)
- highly qualified personnel
- Veteran mentors assigned to beginning teachers
- District ESOL reading strategies
- NGSSS and CCSS pacing guides and standards
- FCAT Task cards and FCAT item specifications for higher level questions
- Edusoft

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 FCAT 2.0 Science Assessment, the area of greatest difficulty for students in Grade 5 scoring at achievement level 3 was Nature of Science due to limited implementation of essential laboratories
- According to the results of the 2013 FCAT 2.0 Science Assessment, the area of greatest difficulty for students in Grade 5 scoring at achievement level 4 was Nature of Science due to limited scientific enrichment opportunities.

Plan to Monitor Progress Toward the Goal

The assessments that will be implemented to monitor progress are: o Grade 5 Baseline Science Assessment o Grade 5 Fall Interim Science Assessment o Grade 5 Winter Interim Science Assessment

Person or Persons Responsible

Teacher and leadership team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Edusoft reports

G8. Based on the results of the 2013 FCAT 2.0 Science FCAT, our goal is for the 8th graders level 3 and above is to increase to 59% from 55%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- According to the results of the 2013 FCAT 2.0 Science Assessment, the area of greatest difficulty for students in Grade 8 for students scoring at an achievement level of 3 was Reporting Category 3 - Physical Science due to less influence on concepts such as energy and motion.
- According to the results of the 2013 FCAT 2.0 Science Assessment, the area of greatest difficulty for students in Grade 8 for students scoring at an achievement level of 4 or above was Reporting Category 3 - Physical Science due to limited inquiry and hands on in depth activities

Plan to Monitor Progress Toward the Goal

The assessments that will be implemented to monitor progress are: o Grade 8 Baseline Science Assessment o Grade 8 Fall Interim Science Assessment o Grade 8 Winter Interim Science Assessment

Person or Persons Responsible

Teachers and Leadership team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Edusoft generated reports

G9. Our goal is to increase the percentage of STEM related experiences provided for our students from 5 to 10 experiences . Our goal is to increase the percentage of participation in STEM related experiences provided for our students from 50% to 55%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- STEM Expo
- Elementary Science District Fair
- motivated teachers to enroll students in STEM related experiences and attend event

Targeted Barriers to Achieving the Goal

- One barrier was the lack of instructional opportunities to incorporate full inquiry-and project based learning in the classroom.

Plan to Monitor Progress Toward the Goal

will meet in order to discuss how STEM related activities are progressing

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

quarterly

Evidence of Completion:

Number of students participating in STEM activities

G10. During the 2013 school year 0% of students participated in CTE courses. Our goal for this year is to increase that number to 9%.

Targets Supported

- CTE

Resources Available to Support the Goal

- connect ed messages
- letters home
- flyers
- FLChoices.org
- sample resume, cover letter and thank you letter
- books related to careers

Targeted Barriers to Achieving the Goal

- A barrier is that students might not be aware of different career choices available to them

Plan to Monitor Progress Toward the Goal

will review student portfolios to check progress

Person or Persons Responsible

The counselor

Target Dates or Schedule:

monthly

Evidence of Completion:

Portfolios

G11. On the District Baseline assessment 5% of our students scored at proficiency, using 70% as the Level of Proficiency. Our goal for 2014 is to have 25% of our students score in the Middle third or higher on the Civics EOC.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- ICivics.org
- vocabulary folder
- print and non print resources
- highly qualified personnel
- district lesson quizzes
- sample EOC test materials
- EOC testing materials
- Edusoft

Targeted Barriers to Achieving the Goal

- During the 2013 Civics EOC Baseline some barriers were: • Organization and Function of Government
- During the 2013 Civics EOC Baseline some barriers were: • The 7th grade proficiency in the area of informational text/research process is low and questions and material was complicated for students to understand due to issues with their reading comprehension.
- During the 2013 Civics EOC Baseline some barriers were: • Students did not have background knowledge of government or civics

Plan to Monitor Progress Toward the Goal

will meet quarterly to discuss progress of students through analysis Civics Baseline and Interim

Person or Persons Responsible

Teacher and leadership team

Target Dates or Schedule:

quarterly

Evidence of Completion:

Edusoft reports

G12. The goal is to decrease the number of students missing 10% of instructional time and who have been retained and who receive two or more referrals by 1%, and to decrease the number of students who are not proficient in reading by the third grade by 4%.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- tardy logs
- attendance reports
- Wonders curriculum and Wonder Works for Grade 3
- Do the Right Thing program
- teacher motivation to participate in the Do the Right Thing program
- Common Core Wonders Curriculum and Wonder Works
- Edusoft
- truancy logs

Targeted Barriers to Achieving the Goal

- One barrier is that parents and students may not be aware of the consequences and/or number of accumulated absences and tardies. Parental contact may be the cause of some of these absences and tardies.
- One barrier for retained students is the use of curriculum not aligned to the Common Core Standards.
- One barrier for students not reading proficiently by the third grade is the use of curriculum not aligned to the Common Core Standards.
- One barrier for students who received two or more behavior referrals and for students that received one more behavior referral that lead to suspension was that a behavior reward program to reward students with certificates for positive behavior was implemented, but it was not implemented early enough in the year.

Plan to Monitor Progress Toward the Goal

To monitor the students who miss 10 percent or more of available instructional time, the counselor and reading coach will evaluate through the use of truancy logs, attendance rosters, tardy logs and weekly attendance checks on an ongoing basis. To monitor the students who are retained and students who are not reading proficiently by the 3rd grade, the classroom teachers and leadership team will chart this progress and develop differentiated instruction and after school tutoring strategies that will help students become more proficient. To monitor students who are receiving two or more behavior referrals, the counselor will monitor suspension reports

Person or Persons Responsible

Counselor and reading coach Teachers and leadership team

Target Dates or Schedule:

ongoing

Evidence of Completion:

attendance reports will be the evidence of progress for the students who miss 10% or more of available instructional time. Edusoft reports and tutoring logs will be the evidence of progress for the students who are retained and for the students who are not reading proficiently by the 3rd grade. Suspension reports will be the evidence for the students who have received two or more behavior referrals.

G13. The goal is to decrease the number of students who miss 10% of instructional time and students who receive two or more referrals by 1% and to keep the number of students who have failed a Math or Language Arts class at or below 1%.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Curriculum aligned resources: Common Core Wonders Curriculum and Wonder Works
- tardy logs
- attendance reports
- Do the Right thing program
- teacher motivation to participate in the Do the Right Thing program
- Edusoft
- truancy reports

Targeted Barriers to Achieving the Goal

- One barrier is that parents and students may not be aware of the consequences and/or number of accumulated absences and tardies. Parental contact may be the cause of some of these absences and tardies.
- One barrier we have for students who have failed reading or math is the use of curriculum not aligned to the Common Core Standards.
- One barrier for students who received two or more behavior referrals and for students that received one more behavior referral that lead to suspension was that a behavior reward program to reward students with certificates for positive behavior was implemented, but it was not implemented early enough in the year.

Plan to Monitor Progress Toward the Goal

To monitor the students who miss 10 % of available instructional time, the counselor will evaluate through the use of truancy logs, attendance rosters, tardy logs and weekly attendance checks. To monitor the students who fail two or more courses in any subject, the leadership team will chart this progress and develop differentiated instruction and after school tutoring strategies that will help students become more proficient through the analysis of interim assessments. To monitor the students who receive two or more referrals, the counselor will monitor suspension reports.

Person or Persons Responsible

counselor and the leadership team

Target Dates or Schedule:

ongoing

Evidence of Completion:

Edusoft reports, suspension reports, truancy logs, attendance rosters, tardy logs and weekly attendance reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Based on the results of 2013 FCAT 2.0 Reading Assessment, our actual performance was 69%. Our goal is to increase performance to 77%.

G1.B1 Students in the Hispanic subgroups' 2013 FCAT performance data indicates that there is a deficiency in the following benchmark Reporting Category 4: Informational text/Research Process: Explain how text features aid the reader's understanding. LA.3-8.6.1.1

G1.B1.S1 • During differentiated instruction, students will receive instruction in teacher led centers incorporating real-world documents such as, newspapers, how-to articles, brochures, fliers, and websites to aid students in the process of locating, interpreting features of the text

Action Step 1

- Teachers will model the strategy of using a concept map, such as text feature charts, and students will be assigned specific tasks that provide the students with usage of the concept maps modeled.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing based on pacing guide

Evidence of Completion

student work portfolios informal and formal observations evidence in lesson plans

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

will analyze data using the Grade 3-8 Baseline Reading, Fall District Interim, and Winter District Interim. These assessments will help in ensuring student growth

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports

Plan to Monitor Effectiveness of G1.B1.S1

will analyze the students data

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results for the Summative 2014 FCAT 2.0 Grade 3-8 Reading Assessment

G1.B2 Students in the ELLs subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1 LA.3-8.1.6.9 The students show difficulty using context clues to determine the meanings of words with multiple meanings.

G1.B2.S1 • During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency in determining the meaning of words with multiple meanings

Action Step 1

will model the use of context clues in determining the meaning of words with multiple meanings. Teachers will use passages from various sources; Wonders Curriculum and the Grade 3 FCAT Item Specifications

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans formal/informal observations student work portfolios

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

will analyze data using the Grade 3-8 Baseline Reading, Fall District Interim and Winter District Interim

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports

Plan to Monitor Effectiveness of G1.B2.S1

will analyze the students data

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of Summative 2014 FCAT 2.0 Grade 3-8 Reading Assessment, CELLA ESOL

G1.B3 Students in the SWD subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2: Reading Application: LA.3-8.1.7.3: Determine the main idea of essential message in grade level text through inferring, paraphrasing, summarizing, and identifying relevant details

G1.B3.S1 • During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency in determining the main idea and justifying answers by going back to the text for support

Action Step 1

- Teachers will model the use of text marking, such as making margin notes and highlighting to summarize the main points of a text and students will be assigned specific tasks that focus on using marks in text to determine the main idea and justify their answer. Teachers will use passages from various sources; Wonders Curriculum and the Grade 3 FCAT Item Specifications

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing based on pacing guide

Evidence of Completion

evidence in lesson plans formal and informal lesson plans student work portfolios

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

will analyze data using the Grade 3-8 Baseline Reading, Fall District Interim, and Winter District Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports

Plan to Monitor Effectiveness of G1.B3.S1

will analyze the students data

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results for the Summative 2014 FCAT 2.0 Grade 3-8 Reading Assessment

G1.B4 Students in the ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1 LA.3-8.1.6.3 The students show difficulty using context clues to determine the meanings of unfamiliar words.

G1.B4.S1 • During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Teacher will use C51 Highlighting Texts, E8 Visuals, C20 Interactive Word Walls and C22 word banks/vocabulary notebooks to further address the identified deficiency.

Action Step 1

- Students will be assigned specific tasks that are focused on using context clues to determine the meanings of unfamiliar words. Teachers will use passages from various sources; Wonders Curriculum and the Grade 3 FCAT Item Specifications

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing according to pacing guide

Evidence of Completion

evidence in lesson plans student work portfolios informal and formal assessments

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

will analyze data using the Grade 3-8 Baseline Reading, Fall District Interim and Winter District Interim. These assessments will help in ensuring student growth

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports

Plan to Monitor Effectiveness of G1.B4.S1

will analyze the students data

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results for the Summative 2014 FCAT 2.0 Grade 3-8 Reading Assessment

G1.B5 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for Grade 3 students scoring level 3 were Reporting Category 2-Reading Application and Reporting Category 3-Literary Analysis Fiction/Nonfiction due to textbook stories not being rigorous enough and not exposing students to higher vocabulary

G1.B5.S1 The following instructional strategies will be utilized to support students scoring level 3 in Grade 3: > Reporting Category 2-Reading Application: o Reciprocal teaching which helps students to determine the meaning of words by using context clues and incorporate concept maps to introduce and reinforce concepts. o Teachers will incorporate texts where the author's perspective is recognizable in the text and the students will focus on what the author thinks and feels. o Teachers will ask higher level questions, such FCAT task cards, and students will answer referring explicitly to the text as a basis for the answers

Action Step 1

will expose students to text structures such as cause/effect, compare/contrast, and chronological order, using organizational charts such as sequence chains, cause/effect chains, and Venn diagrams.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

observations student work portfolios

Action Step 2

will use Galactic Library 3rd grade FCAT explorer benchmarks, for exposure to higher level questions and will answer referring explicitly to the text as a basis for the answers

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans data reports for FCAT Explorer

Action Step 3

will help and monitor students while they read and comprehend vocabulary used in literature and informational text, using context clues. Teachers will use passages from various sources; Wonders Curriculum and the Grade 3 FCAT Item Specifications

Person or Persons Responsible

teachers

Target Dates or Schedule

reading coach will meet with staff to review and familiarize the staff with the NGSSS and the CCSS and discuss strategies to implement best reading practices.

Evidence of Completion

observations evidence in lesson plans

Facilitator:

Reading Coach

Participants:

reading teachers

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

will monitor fidelity quarterly by using assessments: Grade 3 Baseline Reading Assessment, Grade 3 Fall Interim Reading Assessment, and the Grade 3 Winter Interim Reading Assessment. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G1.B5.S1

The assessments that will be utilized to determine effectiveness by teachers and leadership team are: -
Summative: 2014 FCAT 2.0 Grade 3 Reading Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

2014 FCAT 2.0 Grade 3 Reading Assessment scores

G1.B5.S2 > Reporting Category 3-Literary Analysis Fiction/Nonfiction: o Teachers will expose students to various types of non-fiction such as Quick Reads, Reading Plus, word walls, and Discovery Education to enhance students' reading abilities. o Teachers will provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. o Teachers will teach students to identify and interpret elements of story structure within a fiction/nonfiction text.

Action Step 1

use of FCAT explorer Galactic Library 3rd grade FCAT explorer to reinforce concepts/skills covered in Wonders curriculum

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans fcac explorer student data reports

Action Step 2

assist students in using text features to locate, interpret, and organize information

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work portfolios evidence in lesson plans observations

Action Step 3

incorporate the Wonders Curriculum, on level, aimed toward common core standards

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans observations student work portfolios

Plan to Monitor Fidelity of Implementation of G1.B5.S2

will monitor fidelity quarterly by using assessments: Grade 3 Baseline Reading Assessment, Grade 3 Fall Interim Reading Assessment, and the Grade 3 Winter Interim Reading Assessment. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G1.B5.S2

The assessments that will be utilized to determine effectiveness by teachers and leadership team are: -
Summative: 2014 FCAT 2.0 Grade 3 Reading Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

2014 FCAT 2.0 Grade 3 Reading Assessment scores

G1.B6 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students scoring level 3 in Grade 4 were Reporting Category 1-Vocabulary and Reporting Category 4-Informational Text/Research Process due to a lack of exposure to non-fiction texts and research projects.

G1.B6.S1 Reporting Category 1-Vocabulary: o During pre-reading activities educators should instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. o Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. o Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text.

Action Step 1

develop and maintain a response journal, as a way to write down words, word relationships and multiple meanings encountered in the text

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Response Journal Evidence in lesson plans formal/informal observations

Action Step 2

use supplemental materials such as Wordly Wise workbooks and vocabulary workshop workbooks to improve knowledge of word meanings and relationships

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work portfolios evidence in lesson plans formal/informal observations

Action Step 3

Use of Reading Odyssey 4th grade FCAT explorer benchmarks to reinforce concepts/skills covered in Wonders curriculum

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

FCAT explorer generated reports formal/informal observations evidence in lesson plans

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

The teacher and leadership team will monitor fidelity by utilizing the following assessments: Grade 4 Baseline Reading, Grade 4 Fall Reading, and the Grade 4 Winter Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G1.B6.S1

The assessments that will be utilized to determine effectiveness by teachers and leadership team are: - Summative: 2014 FCAT 2.0 Grade 4 Reading Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

Summative: 2014 FCAT 2.0 Grade 4 Reading Assessment scores

G1.B6.S2 Reporting Category 4-Informational Text/Research Process: o Teachers will incorporate real-world documents such as, newspapers, how-to articles, brochures, fliers, and websites in addition to Wonders Reading curriculum to aid students in the process of locating, interpreting, and organizing textual information. o Teachers will model how to make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears. o Teachers will model the strategy of concepts maps, such as text feature charts and text analysis

Action Step 1

utilize the Florida Ready workbooks to assist students in recognizing the features of infomational text

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work folders observations evidence in lesson plans

Action Step 2

utilize the Test Ready workbooks to increase exposure to infomational text feastures and model making connections between the text of a story, drama and infomation presented

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work folders observations evidence in lesson plans

Action Step 3

incorporate FCAT Explorer Reading Odyssey 4th grade benchmarks, for exposure to higher order questions and will answer referring explicitly to the text as a basis for the answers

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work folders observations evidence in lesson plans

Plan to Monitor Fidelity of Implementation of G1.B6.S2

will monitor fidelity by utilizing the following assessments: Grade 4 Baseline Reading, Grade 4 Fall Reading, and the Grade 4 Winter Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G1.B6.S2

The assessments that will be utilized to determine effectiveness by teachers and leadership team are: - Summative: 2014 FCAT 2.0 Grade 4 Reading Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

- Summative: 2014 FCAT 2.0 Grade 4 Reading Assessment

G1.B7 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students scoring level 3 in Grade 5 were Reporting Category 2-Reading Application due to a lack of training in reciprocal teaching.

G1.B7.S1 The following instructional strategies will be utilized to support students scoring level 3 in the fifth grade: > Reporting Category 2-Reading Application. o Reciprocal teaching which helps students to determine the meaning of words by using context clues and incorporate concept maps to introduce and reinforce concepts. o Teachers will incorporate texts where the author's perspective is recognizable in the text and the students will focus on what the author thinks and feels. o Teachers will ask higher level questions, using FCAT task cards and Grade 5 Item Specifications, and students will answer referring explicitly to the text as a basis for the answers

Action Step 1

will help and monitor students while the students read and comprehend vocabulary used in literature and informational text while independently and proficiently using context clues to determine the meaning of the word.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans student work portfolios observations

Action Step 2

will expose students to text structures such as cause/effect, compare/contrast, and chronological order, using organizational charts such as sequence chains, cause/effect chains, and Venn diagrams.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans student work portfolios observations

Action Step 3

will utilize concept maps (i.e. author's purpose chart, two column notes, 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, content frame) to introduce and reinforce concepts.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans student work portfolios observations

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

The teacher and leadership team will monitor fidelity by utilizing the following assessments: Grade 5 Baseline Reading, Grade 5 Fall Reading, and the Grade 5 Winter Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G1.B7.S1

The assessments that will be utilized to determine effectiveness by teachers and leadership team are: - Summative: 2014 FCAT 2.0 Grade 5 Reading Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

- Summative: 2014 FCAT 2.0 Grade 5 Reading Assessment

G1.B8 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students scoring level 3 in Grade 6 were Reporting Category 2-Reading Application and Reporting Category 3-Literary Analysis Fiction/Nonfiction due to textbook stories not being rigorous enough.

G1.B8.S1 The following instructional strategies will be utilized to support students who score level 3 in sixth grade: > Reporting Category 2-Reading Application: o Reading teachers will model questioning the author and anchoring conclusions back to the text (e.g., explaining and justifying decisions) o Teachers will encourage students to read from a wide variety of texts and model text marking o Reading teachers will model for students how to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Teachers will 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.

Action Step 1

provide opportunities for the students to practice using and identifying details from the passage, making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work portfolios Evidence in lesson plans formal/informal observations

Action Step 2

will provide opportunities for the students to practice the skill of justifying answers by going back to the text for support.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work portfolios Evidence in lesson plans formal/informal observations

Action Step 3

will provide opportunities for the students to practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work portfolios Evidence in lesson plans formal/informal observations

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

The teacher and leadership team will monitor fidelity by utilizing the following assessments: Grade 6 Baseline Reading, Grade 6 Fall Reading, and the Grade 6 Winter Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G1.B8.S1

The assessments that will be utilized to determine effectiveness by teachers and leadership team are: - Summative: 2014 FCAT 2.0 Grade 6 Reading Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

Summative: 2014 FCAT 2.0 Grade 6 Reading Assessment

G1.B8.S2 The following instructional strategies will be utilized to support students who score level 3 in sixth grade: Reporting Category 3-Literary Analysis Fiction/Nonfiction: o Teachers will expose students to various types of non-fiction such as Quick Reads, Reading Plus, word walls, and Discovery Education to enhance students' reading abilities. o Teachers will use graphic organizers, concept maps, open compare/contrast; signal or key words (e.g., since, because, after, while, both, however) o Teacher will engage students in analyzing how two or more authors write about the same topic

Action Step 1

will utilize FCAT Explorer Reading Factory 6th grade benchmarks to provide practice on reading closely to identify relevant details that support comparison and contrast

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans student data FCAT reports formal/informal observations

Action Step 2

will assist students in placing more emphasis on recognizing implicit meaning and on the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences).

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans student work portfolios formal/informal observations

Action Step 3

will provide classroom experiences for students to practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans student work portfolios formal/informal observations

Plan to Monitor Fidelity of Implementation of G1.B8.S2

The teacher and leadership team will monitor fidelity by utilizing the following assessments: Grade 6 Baseline Reading, Grade 6 Fall Reading, and the Grade 6 Winter Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G1.B8.S2

The assessments that will be utilized to determine effectiveness by teachers and leadership team are: - Summative: 2014 FCAT 2.0 Grade 6 Reading Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

- Summative: 2014 FCAT 2.0 Grade 6 Reading Assessment

G1.B9 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students scoring level 3 in Grade 7 were Reporting Category 1-Vocabulary due to a lack of textbook stories with age appropriate vocabulary.

G1.B9.S1 The following instructional strategies will be utilized support students who score level 3 in the seventh grade:

- o Reporting Category 1: Vocabulary
- o Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- o Teachers will provide practice for students using context clues to distinguish the correct meaning of words that have multiple meanings.
- o Teachers should emphasize placing questions in context by re-reading to review what preceded and what followed the passage, paragraph, or sentence in question

Action Step 1

will have practice working with sets of words that are semantically related.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations, student work portfolios

Action Step 2

will provide the students with opportunities in class and assign home learning to use Reading Plus as a supplemental material to increase word meaning, reading fluency, etc.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Reading Plus data reports

Facilitator:

Reading Plus state trainer

Participants:

teachers reading and language arts grades 3-10

Action Step 3

will have practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers will use passages from Grade 7 Reading Item Specifications

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations, student work portfolios

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B9.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B10 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students scoring level 3 in Grade 8 was Reporting Category 2-Reading Application due to a lack of rigorous textbook stories and poor student knowledge in reading skills.

G1.B10.S1 The following instructional strategies will be utilized to support students scoring level 3 in the eighth grade:

- o Reporting Category 2:Reading Application-
- o The teacher will use reciprocal teaching which helps students to determine the meaning of words by using context clues in order to better understand the story. The Reading coach will train teachers on using this strategy throughout content areas.
- o Teachers will incorporate the use of supplemental rigorous stories, nonfiction and fiction to model questioning the author and anchoring conclusions back to the text
- o Reading teachers will utilize concept maps to 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.

Action Step 1

will practice using and identifying details from the passage to determine main idea, plot, and purpose. Teachers will use passages from various sources; Springboard and the Grade 8 FCAT Item Specifications

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations, student work portfolios

Action Step 2

will practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations, student work portfolios

Action Step 3

will use technology program of Reading Plus to practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

Reading Plus data reports

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

The teacher and leadership team will monitor fidelity by using assessments such as the Grade 8 Baseline Reading Assessment, Grade 8 Fall Interim Reading Assessment, and the Grade 8 Winter Interim Reading Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G1.B10.S1

The assessments that will be utilized to determine effectiveness by teachers and leadership team are: - Summative: 2014 FCAT 2.0 Grade 8 Reading Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

Summative: 2014 FCAT 2.0 Grade 8 Reading Assessment

G1.B11 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 3 for students scoring an Achievement at or above a 4 were Reporting Category 3-Literary Analysis Fiction/Nonfiction due to a lack of exposure to a variety of texts.

G1.B11.S1 The following instructional strategies will be utilized to support students scoring at or above Achievement Level 4 in Grade 3: > Reporting Category 3- Literary Analysis Fiction/Nonfiction o Teachers should emphasize identifying words and clue words that signal relationships between a variety of texts. o Teachers will familiarize students with project-based and programmatic programs while comparing and contrasting across a higher order variety of genres through texts. o Inquiry based concept maps in order to accelerate and eliminate direct instruction strategies.

Action Step 1

will provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans formal/informal observations student work portfolios

Action Step 2

Daily integration of the new Wonders Curriculum, Beyond level and weekly usage of FCAT Florida Achieves by students in reading centers to familiarize students with a variety of genres

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans formal/informal observations student work portfolios FCAT Florida Achieves

Action Step 3

teach students to identify and interpret elements of story structure within a text

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans formal/informal observations student work portfolios

Plan to Monitor Fidelity of Implementation of G1.B11.S1

The teacher and leadership team will monitor fidelity by utilizing the following assessments: Grade 3 Baseline Reading, Grade 3 Fall Reading, and the Grade 3 Winter Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G1.B11.S1

The assessments that will be utilized to determine effectiveness by teachers and leadership team are: - Summative: 2014 FCAT 2.0 Grade 3 Reading Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

- Summative: 2014 FCAT 2.0 Grade 3 Reading Assessment

G1.B12 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 4 scoring at or above Achievement Level 4 was Reporting Category 4-Informational Text/Research Process due to a lack of student exposure to real world documents such as fliers, websites, maps, etc.

G1.B12.S1 The following instructional strategies will be utilized to support students at or above level 4 in fourth grade: Reporting Category 4: Informational Text/Research Process: > Teachers will model how to analyze the visual and multimedia elements to draw information in the meaning of the text and locate the details to answer and quickly solve higher order thinking problems. > Teachers will model how to identify reliable information when examining real world documents. > Teachers will model the use of concept maps to aid the students in the development of the research process

Action Step 1

use real-world documents such as, newspapers, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information for the students to participate in discovery based research projects

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formal/informal observations, evidence in lesson plan, classroom library collection

Action Step 2

will utilize FCAT Florida Achieves to become familiar with a variety of genres

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

FCAT Florida Achieves data reports evidence in lesson plans formal/informal observations

Action Step 3

will integrate new Wonders Curriculum, Beyond level in differentiated instruction

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans formal/informal observations student work portfolios

Plan to Monitor Fidelity of Implementation of G1.B12.S1

The teacher and leadership team will monitor fidelity by utilizing the following assessments: Grade 4 Baseline Reading, Grade 4 Fall Reading, and the Grade 4 Winter Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G1.B12.S1

The assessments that will be utilized to determine effectiveness by teachers and leadership team are: -
Summative: 2014 FCAT 2.0 Grade 4 Reading Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

Summative: 2014 FCAT 2.0 Grade 4 Reading Assessment

G1.B13 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 5 scoring at or above Achievement Level 4 was Reporting Category 4-Informational Text/Research Process due to a lack of student exposure to real world documents such as fliers, websites, maps, etc.

G1.B13.S1 The following instructional strategies will be utilized to support students at or above level 4 in 5th grade: Teachers will model how to analyze the visual and multimedia elements to draw information in the meaning of the text and locate the details to answer and quickly solve higher order thinking problems Teachers will model how to identify reliable information when examining real world documents Teachers will model the use of concept maps to aid the students in the development of the research process

Action Step 1

will use real-world documents such as, newspapers, how-to articles, brochures, fliers, and websites, and use text features to locate, interpret, and organize information for the students to participate in discovery based research projects

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans formal and informal observations student work portfolios

Action Step 2

will integrate the Wonders Curriculum, Beyond level

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans formal and informal observations student work portfolios

Action Step 3

will use FCAT Florida Achieves to familiarize students with a variety of genres

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

FCAT Florida Achieves data reports evidence in lesson plans formal/informal observations student work portfolios

Plan to Monitor Fidelity of Implementation of G1.B13.S1

The teacher and leadership team will monitor fidelity by utilizing the following assessments: Grade 5 Baseline Reading, Grade 5 Fall Reading, and the Grade 5 Winter Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G1.B13.S1

The assessments that will be utilized to determine effectiveness by teachers and leadership team are: - Summative: 2014 FCAT 2.0 Grade 5 Reading Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

- Summative: 2014 FCAT 2.0 Grade 5 Reading Assessment

G1.B14 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 6 scoring at or above Achievement Level 4 was Reporting Category 3-Literary Analysis Fiction/Nonfiction due to a lack of student exposure to various types of nonfiction text.

G1.B14.S1 The following instructional strategies will be utilized to support students that score at or above Achievement level 4 in sixth grade: Reporting Category 3-Literary Analysis Fiction/Nonfiction. o Teachers will expose students to various types of non-fiction such as Quick Reads, Reading Plus, and Discovery Education to enhance students' ability to produce inquiry based assignments o Teachers will use graphic organizers; concept maps; open compare/contrast; signal or key words (e.g., since, because, after, while, both, however) in the development of a research based project. o Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage.

Action Step 1

Students will be given more experience with problem-and-solution-finding activities, while teachers should emphasize identifying words and clue words that signal relationships.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans students work porfolios formal/informal observations

Action Step 2

will practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans students work porfolios formal/informal observations

Action Step 3

will model the skill of close reading to identify relevant details that support comparison and contrast

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans students work porfolios formal/informal observations

Facilitator:

Springboard trainer

Participants:

teachers middle/high reading

Plan to Monitor Fidelity of Implementation of G1.B14.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B14.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B15 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 7 scoring at or above Achievement Level 4 were Reporting Category 1-Vocabulary due to not completing enough Reading Plus sessions.

G1.B15.S1 The following instructional strategies will be utilized to support students scoring at or above Achievement level 4 in seventh grade:

- o Reporting Category 1-Vocabulary:
- o Teachers will model the skill of determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
- o Teachers will model the skill of analyzing the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- o Teachers will emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

Action Step 1

will have practice from a variety of activities working with sets of words that are semantically related

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations, student work portfolios

Action Step 2

will practice using context clues to distinguish the correct meaning of words that have multiple meanings to participate in more project and research based activities.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations, student work portfolios

Action Step 3

will provide a positive incentive program for completion of Reading Plus Sessions

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations, Reading Plus data reports

Plan to Monitor Fidelity of Implementation of G1.B15.S1

The teacher and leadership team will monitor fidelity by utilizing the following assessments: Grade 7 Baseline Reading, Grade 7 Fall Reading, and the Grade 7 Winter Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G1.B15.S1

The assessments that will be utilized to determine effectiveness by teachers and leadership team are: - Summative: 2014 FCAT 2.0 Grade 7 Reading Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

Summative: 2014 FCAT 2.0 Grade 7 Reading Assessment

G1.B16 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 8 scoring at or above Achievement Level 4 were Reporting Category 2-Reading Application due to not enough emphasis being placed on explaining and justifying decisions while reading.

G1.B16.S1 The following instructional strategies will be utilized to support students scoring at or above Achievement level 4 in eighth grade. Reporting Category 2-Reading Application: o Teachers will model how to identify the author’s perspective while reading and make inferences, draw conclusions, and identify implied main idea and author’s purpose. o Reading teachers will use opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text) in a wide variety of texts. o Teachers will model the technique of comparing and contrasting, a written story, drama, or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film)

Action Step 1

will practice using and identifying details from the passage to determine main idea, plot, and purpose.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

evidence on lesson plans formal/informal observations student work portfolios

Action Step 2

will practice how to justify answers by going back to the text for support.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

evidence on lesson plans formal/informal observations student work portfolios

Action Step 3

will practice analyzing the author’s perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

evidence on lesson plans formal/informal observations student work portfolios

Plan to Monitor Fidelity of Implementation of G1.B16.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B16.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B17 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 3 - 5 making learning gains was Reporting Category 2 – Reading Application, Reporting Category 3 – Literary Analysis Fiction/Nonfiction, and Reporting Category 4 – Informational Text/ Research Process due to a lack of exposure to informational text.

G1.B17.S1 The strategies that will be applied for students are: The use of graphic organizers such as timelines and informational text structure charts The incorporation of class/small group activities such as text feature analysis and text feature chart

Action Step 1

will incorporate collaborative group work by students

Person or Persons Responsible

teachers

Target Dates or Schedule

ongiong

Evidence of Completion

evidence in lesson plans, formal/informal observations

Action Step 2

will implement the use of technology in the classroom in use by the students

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

data reports of the online programs, evidence in lesson plans, formal/informal observations

Action Step 3

visual aids posted in the classroom and used for instruction

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations

Action Step 4

implements nonfiction articles and editorials for classroom instruction

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations

Plan to Monitor Fidelity of Implementation of G1.B17.S1

o Having teachers conduct department meetings on a quarterly basis where strategies and progress will be discussed
o Looking for evidence on teachers' lesson plans of strategies and action steps being implemented
o Participating in Professional Learning Communities (PLC)

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

PLC meeting minutes evidence from teachers lesson plans of strategies and action steps being implemented

Plan to Monitor Effectiveness of G1.B17.S1

analyze Summative Assessment: 2014 FCAT 2.0 Grade 3 - 5 Reading Assessment scores

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Grade 3 - 5 Reading Assessment scores

G1.B18 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 6 - 8 making learning gains was Reporting Category 1 - Vocabulary and Reporting Category 2 – Reading Applications due to a lack of quality vocabulary resources.

G1.B18.S1 ? The strategies that will be applied for students are: o Teachers will incorporate the use of graphic organizers / visual aids such as: ? Vocabulary word maps ? Word walls ? Text marking o Teachers will incorporate class/small group activities such as: ? Affix or root word analysis ? Summarization of text ? Questioning the author

Action Step 1

implement the use of technology in the classroom by students

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

formal/informal observations, evidence in lesson plans, student data reports

Action Step 2

visual aids posted in the classroom and used for instruction

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

formal/informal observations evidence in lesson plans

Action Step 3

exposure to literature from various genres, as well as nonfiction articles and editorials, for students

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

classroom library collection, evidence in lesson plans, formal/informal lesson plans

Action Step 4

incorporation of student collaborative group work

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

formal/informal observations student work portfolios evidence in lesson plans

Plan to Monitor Fidelity of Implementation of G1.B18.S1

o Conducting department meetings on a quarterly basis where strategies and progress will be discussed
o Evidence on teachers' lesson plans of strategies and action steps being implemented
o Professional Learning Communities (PLC)

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

PLC meeting minutes Evidence on teachers' lesson plans of strategies and action steps being implemented

Plan to Monitor Effectiveness of G1.B18.S1

analyzing the results of the Summative Assessments 2014 FCAT 2.0 Grade 6 - 8 Reading Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

ongoing

Evidence of Completion

o Summative Assessments 2014 FCAT 2.0 Grade 6 - 8 Reading Assessment

G1.B19 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 3 - 5 of the lowest 25% was Reporting Category 2 – Reading Application, Reporting Category 3 – Literary Analysis Fiction/Nonfiction, and Reporting Category 4 – Informational Text/Research Process due to a lack of appropriate resources.

G1.B19.S1 The strategies that will be applied for students are: o Literature from various genres gathered by teacher for students o The use of graphic organizers such as: ? Timelines ? Venn diagrams ? Story maps ? Character charts o The incorporation of class/small group activities such as: ? Text feature analysis ? Informational text structure charts

Action Step 1

the incorporation of student collaborative group work

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing implementation in classroom PD State RTI Training October 25, 2013

Evidence of Completion

formal/informal observations student work portfolio evidence in lesson plans

Facilitator:

RTI Trainer

Participants:

teachers

Action Step 2

implement the use of technology in the classroom by students

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

formal/informal observations student work portfolio evidence in lesson plans

Action Step 3

incorporate nonfiction articles and editorials for classroom instruction utilized by students

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing implementation PD CPALMS state training August 15, 2013

Evidence of Completion

formal/informal observations student work portfolio evidence in lesson plans

Facilitator:

PD CPALMS state training

Participants:

teachers

Plan to Monitor Fidelity of Implementation of G1.B19.S1

o Conducting department meetings on a quarterly basis where strategies and progress will be discussed
o Evidence on teachers' lesson plans of strategies and action steps being implemented
o Professional Learning Communities (PLC)

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

PLC meeting minutes Evidence on teachers' lesson plans of strategies and action steps being implemented

Plan to Monitor Effectiveness of G1.B19.S1

analyze the results of the 2014 FCAT 2.0 Grade 3 - 5 Reading Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

2014 FCAT 2.0 Grade 3 - 5 Reading Assessment results

G1.B20 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 6 - 8 of the lowest 25% was Reporting Category 1 - Vocabulary and Reporting Category 2 – Reading Applications

G1.B20.S1 o The use of visual aids posted in the classroom and used for instruction o The use of graphic organizers / visual aids such as: ? Vocabulary word maps ? Word walls ? Analysis of content specific words (shades of meaning) ? Text marking o The incorporation of class/small group activities such as: ? Affix or root word analysis ? Summarization of text ? Questioning the author ? Opinion proofs

Action Step 1

integrates literature from various genres alongside Wonders curriculum

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

classroom library collection, evidence in lesson plans, formal/informal observations

Action Step 2

incorporates nonfiction articles and editorials for classroom instruction

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

classroom library collection, evidence in lesson plans, formal/informal observations

Action Step 3

implements the use of technology in the classroom

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

data binders, reports generated from online programs

Plan to Monitor Fidelity of Implementation of G1.B20.S1

o Conducting department meetings on a quarterly basis where strategies and progress will be discussed
o Evidence on teachers' lesson plans of strategies and action steps being implemented
o Professional Learning Communities (PLC)

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

PLC meeting minutes Evidence on teachers' lesson plans of strategies and action steps being implemented

Plan to Monitor Effectiveness of G1.B20.S1

analyze the results of the 2014 FCAT 2.0 Grade 6 - 8 Reading Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

2014 FCAT 2.0 Grade 6 - 8 Reading Assessment

G1.B21 According to CELLA 2013, the barriers of 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) was that their home language is Spanish and that proper English is not appropriately used with peers.

G1.B21.S1 A2. Modeling: The teacher demonstrates to the learner how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task. ? B1. Brainstorming: Brainstorming is a way to value prior knowledge and prior experience by inviting students to associate concepts with selected topic. All contributions are accepted and recorded. Group members review and discuss the related ideas and determine how to organize and use the information. ? B7. Teacher-Led Groups : Teacher-led groups include whole-class, small group, and individual instruction. In general, communication paths in teacher-led groups are almost exclusively between teacher and student. Teacher-led groups are an effective and efficient way of introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction.

Action Step 1

will align planning, instruction, assessment, and support on student performance.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, data binder

Action Step 2

focusing instruction on the Next Generation Sunshine State Standards (NGSSS) and CCSS, while incorporating FCAT Item Specifications

Person or Persons Responsible

teachers

Target Dates or Schedule

Evidence of Completion

evidence on lesson plans, pacing guide linked to lesson plans

Action Step 3

will collaborate among other teachers, students, and instructional support staff.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

department meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B21.S1

by using the following assessments: Formal and informal classroom assessments, FAIR (OPM), CELLA 2014, ACHIEVE 3000, and any standardized assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

evidence in lesson plans, data binder, student progress reports, data chats, Edusoft reports

Plan to Monitor Effectiveness of G1.B21.S1

analyze the results of the FAIR (OPM) and CELLA 2014

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the FAIR (OPM) and CELLA 2014

G1.B22 According to CELLA 2013, the barrier of students, scoring proficient in READING (students read grade-level text in English in a manner similar to non-ELL students), is the lack of comprehension of denotation and connotation used by the author in a given text

G1.B22.S1 C14. Chunking: “Chunking” means learning set phrases or “chunks” of related language. This upper level reading comprehension is provided as a means for students to improve their vocabulary skills through looking for “chunks” of appropriate language. ? B1. Brainstorming: Brainstorming is a way to value prior knowledge and prior experience by inviting students to associate concepts with selected topic. All contributions are accepted and recorded. Group members review and discuss the related ideas and determine how to organize and use the information. ? B7. Teacher-Led Groups : Teacher-led groups include whole-class, small group, and individual instruction. In general, communication paths in teacher-led groups are almost exclusively between teacher and student. Teacher-led groups are an effective and efficient way of introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction.

Action Step 1

implement district approved technology programs to increase language development, such as Imagine Learning and Achieve 3000s

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans student data reports

Action Step 2

using assessment results to improve teaching and learning

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

data binder and assessment reports generated from Edosoft

Action Step 3

use active learning and student involvement in the learning process

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans informal/formal observations

Plan to Monitor Fidelity of Implementation of G1.B22.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B22.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B23 According to CELLA 2013, the barrier of students scoring proficient in WRITING (students write in English at grade level in a manner similar to non-ELL students) is the lack of varied sentence structure in their writing samples.

G1.B23.S1 The strategies that will be applied for students by their teachers are Graphic Organizers Letter Writing Spelling Strategies Summarizing Writing Prompts Rubrics Writing Samples Response Journals

Action Step 1

will utilize active learning and student involvement in the learning process

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

formal/informal observations evidence in lesson plans

Action Step 2

will be data driven so as to remove subjectivity and replace it with a focus on results

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

data binder, evidence in lessonplans, adjustment in student grouping

Action Step 3

will align planning, instruction, assessment, and support on student performance

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

data binder, evidence in lessonplans, adjustment in student grouping

Plan to Monitor Fidelity of Implementation of G1.B23.S1

will monitor fidelity by using the following assessments: Formal and informal classroom assessments, writing District Baseline pre/post-test, CELLA 2014 to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

results of the following assessments: Formal and informal classroom assessments, writing pre/post-test, CELLA 2014 to ensure student growth.

Plan to Monitor Effectiveness of G1.B23.S1

analyze the results of the CELLA 2014, FCAT 2014 Writes and writing post test for non FCAT grade levels

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

the results of the CELLA 2014, FCAT 2014 Writes and writing post test for non FCAT grade levels

G2. Based on the Writing FCAT 2013 scores, our goal is for all Grade 4 and Grade 8 students to increase proficiency to 64% from 60%.

G2.B1 Barriers: The areas of deficiency as noted on the 2013 administration of the Writing FCAT for students scoring at 3.5 or above were grammar, punctuation and sentence structures.

G2.B1.S1 Strategies to be performed by the teacher for 4th and 8th grade students: • During writing instruction peer editing will take place to evaluate the draft for development of ideas and content, word choice, and sentence variation. Teachers will model reading aloud text that focuses correct sentence structure. • During writing instruction the Springboard book and text book Prentice Hall Writing and Grammar, Silver Edition for 8th grade will be used to expose students to appropriate strategies of writing. • During writing instruction, students will be exposed to appropriate writing techniques by the teacher • During writing instruction, students will peer-edit writing samples quarterly in order to model for each other correct grammar, punctuation, sentence structures and ample supporting sentences and.

Action Step 1

During writing instruction the following will be used by the teacher: sensory charts, concept maps (e.g., multiple meanings, idioms, surprising language, words with high impact similes alliteration) to enhance the writing. (4th & 8th)

Person or Persons Responsible

teachers

Target Dates or Schedule

Weekly

Evidence of Completion

evidence on lesson plans student work portfolios writing samples

Action Step 2

will use utilize collaborative discussions orally building on each other's thought and ideas. (4th & 8th)

Person or Persons Responsible

teachers

Target Dates or Schedule

weekly

Evidence of Completion

formal/informal observations, evidence in lesson plans

Action Step 3

will model the technique of supporting claims(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources. (8th Grade)

Person or Persons Responsible

teachers

Target Dates or Schedule

weekly

Evidence of Completion

evidence of modeling in lesson plans formal/informal observations student writing samples

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

will administer and score district baseline and mid year writing assessment in order to ensure adequate mastery in the areas of conventions and usage of voice.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

beginning and middle of the year

Evidence of Completion

Edusoft student data reports

Plan to Monitor Effectiveness of G2.B1.S1

administer the 2014 FCAT 4th and 8th grade Writes

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

state results of the 2014 FCAT 4th and 8th grade Writes

G2.B2 Barrier: The areas of deficiency as noted on the 2013 administration of the Writing FCAT for students scoring at 4 or above were ample supporting sentences with evidence and voice.

G2.B2.S1 Strategies for 4th and 8th grade students: • Teachers will model the writing technique of using mentor text and anchor papers as spring boards for creative, effective writing and as a means to understand and apply voice and word choice. • Teachers will model how to support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Teachers need to model how to create a concluding statement or section that follows from the supports of the argument presented will practice developing a draft and a final product appropriate to the topic, audience, and purpose, with relevant data and evidence to support claims.

Action Step 1

will conduct peer sharing and editing, as well as student-teacher writing conferences using editor's checklist

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work portfolios formal/informal observations evidence in lesson plans

Action Step 2

will practice writing technique of using 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/informal observations evidence in lesson plans

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

will administer and score district baseline and mid year writing assessment in order to ensure adequate mastery in the areas of conventions and usage of voice.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

beginning and middle of the year

Evidence of Completion

Edusoft student data reports

Plan to Monitor Effectiveness of G2.B2.S1

administer the 2014 FCAT 4th and 8th grade Writes

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

state results of the 2014 FCAT 4th and 8th grade Writes

G3. Our goal is to meet the target AMO 2014 for all students at 75% in 2013. Our subgroup target goals are set at Hispanic 74%, ELL 63%, SWD 48%, and ED 73%. All students making learning gains target goal is set at a 72%, with the lowest 25% set at a 76%.

G3.B1 Hispanic subgroup not making AMO: Students in the Hispanic subgroups' 2013 FCAT performance data indicates that there is a deficiency in the following benchmark Reporting Category 2 Number Fractions the students having difficulty in understanding the key vocabulary used in real world word problems

G3.B1.S1 • Teachers will address the identified deficiency by using interactive word walls to foster the understanding of the key vocabulary used in real world word problems, involving fractions and fraction equivalence

Action Step 1

- Students will be provided with opportunities to interact with word walls through various activities to work with key vocabulary needed to understand how to solve real world problems involving fractions and fraction equivalence.

Person or Persons Responsible

teachers

Target Dates or Schedule

Ongoing according to pacing guide

Evidence of Completion

Evidence in lesson plans student work portfolios informal and formal observations

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

will analyze data using the Grade 3-8 Baseline Mathematics, Fall Interim Mathematics, and the Winter Interim Mathematics. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports

Plan to Monitor Effectiveness of G3.B1.S1

will analyze the students data

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results for the summative 2014 FCAT 2.0 Grade Mathematics Assessment

G3.B2 SWD subgroup not making AMO: Students in the SWD subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 2: Number: Fractions: the students show difficulty in solving real world fraction problems

G3.B2.S1 • Teachers will foster the use of meanings of numbers to create opportunities for solving real world fraction problems and the use of manipulatives to represent fractions and fraction equivalence

Action Step 1

- Students will be assigned specific tasks that are focused on using manipulatives to represent fractions and fraction equivalence in real world word problems.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing according to pacing guide

Evidence of Completion

student work portfolios informal and formal observations evidence in lesson plans

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

will analyze data using the Grade 3-8 Baseline, Fall District Interim, and the Winter District Interim Mathematics Assessment. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports

Plan to Monitor Effectiveness of G3.B2.S1

will analyze the students data

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results for the Summative 2014 FCAT 2.0 Grade 3-8 Mathematics Assessment

G3.B3 ED subgroup not making AMO: Students in the ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1 Number: Operations and Problems The students show difficulty solving multi step word problems

G3.B3.S1 • Teacher will address the students identified deficiency of solving multi step word problems by using visuals from interactive and assistive technology

Action Step 1

Students will be assigned specific tasks on Thinkcentral GO MATH technology, such as mega math, and Discovery Education interactive tutorials to provide opportunities to solve multi step word problems.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing according to pacing guide

Evidence of Completion

evidence in lesson plans informal and formal observations student thinkcentral data reports

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

will analyze data using the Grade 3-8 Baseline, Fall District Interim, and Winter District Interim Mathematics Assessments. These assessments will help in ensuring student growth.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports

Plan to Monitor Effectiveness of G3.B3.S1

will analyze the students data

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results for the Summative 2014 FCAT 2.0 Grade 3-8 Mathematics Assessment

G3.B4 FCAT 2.0 Level 3 Grade 3 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the greatest difficulty for students in Grade 3 Achievement Level 3 was Reporting Category 2: Number: Fractions due to insufficient usage of manipulatives.

G3.B4.S1 The strategies that will be applied for students scoring at Achievement Level 3 in Grade 3 are:
o Teachers will provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives and engaging opportunities for practice.
o Foster the use of meanings of numbers to create opportunities for solving real world problems and the use of models to represent fractions and fraction equivalence
o Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Using Mathematical Practices of the Common Core State Standards Task Cards for higher level questioning to support problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence on lesson plans formal/informal observations Task Cards student work portfolios

Action Step 2

Foster the use of supplemental materials, such as Florida Ready workbooks to foster the use of meanings of numbers.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence on lesson plans formal/informal observations student work portfolios

Action Step 3

Implementation of Common Core Go Math Mathematics curriculum, on level, and online supplemental resources such as Think Central Florida Online Intervention tutorials Reteach and Discovery Education to provide interactive tutorials on fractions and fraction equivalence

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing according to pacing guide schedule PD September 26, 2013 discussion of Common Core GO MATH curriculum

Evidence of Completion

evidence on lesson plans formal/informal observations student work portfolios

Facilitator:

Math mentor

Participants:

teachers mathematics 3-5

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

will monitor fidelity by utilizing the following assessments: Grade 3 Baseline Mathematics Grade 3 Fall Mathematics, and the Grade 3 Winter Mathematics Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G3.B4.S1

The assessments that will be utilized to determine effectiveness by teachers and leadership team are: -
Summative: 2014 FCAT 2.0 Grade 3 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the summative: 2014 FCAT 2.0 Grade 3 Mathematics Assessment

G3.B5 FCAT 2.0 Level 3 Grade 4 According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 4 Achievement Level 3 was Reporting Category 1-Number: Operations and Problems due to lack of vocabulary.

G3.B5.S1 The strategies teachers will apply for students scoring Achievement Level 3 in Grade 4 are: o Provide contexts for mathematical exploration and the development of student understanding of whole number operations through the use of manipulatives and engaging opportunities for practice. o Teachers will use reading strategies to improve vocabulary understanding in mathematical problems o Provide the instructional support in a small group differentiated instruction setting, needed for students to develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use and represent numbers through millions in various contexts; use models to represent division; estimate and describe reasonableness of estimates; determine factors and multiples

Action Step 1

o Foster the use of supplemental materials, such as Florida Ready workbooks to focus on building a foundation of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work portfolios, evidence in lesson plans, informal/formal observations

Action Step 2

o Using Mathematical Practices of the Common Core State Standards Text Cards and FCAT Item Specifications for higher level questioning to support knowledge of multi-digit multiplication, patterns, expressions and equations.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, informal/formal observations

Action Step 3

o Implementation of Common Core Go Math Mathematics curriculum, on level, and online supplemental resources such as Think Central Florida Online Intervention tutorials Reteach and Discovery Education that include visual stimulus to develop conceptual understanding of whole number operations and Problems

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student data reports, evidence in lesson plans, informal/formal observations

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

by utilizing the following assessments: Grade 4 Baseline Mathematics Grade 4 Fall Mathematics, and the Grade 4 Winter Mathematics Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

through Edusoft generated reports.

Plan to Monitor Effectiveness of G3.B5.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 4 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 4 Mathematics Assessment

G3.B6 FCAT 2.0 Level 3 Grade 5 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 5 Achievement Level 3 were Reporting Category 1 Number: Base Ten & Fractions and Reporting Category 3- Geometry and Measurement due to insufficient use of manipulatives.

G3.B6.S1 o Reporting Category 1: Number: Base Ten & Fractions: ? Provide grade level appropriate activities that promote opportunities for students to interpret solutions to division situations, including remainders by using manipulatives ? Provide contexts for mathematical exploration and the development of student understanding of adding and subtracting fractions with both like and unlike denominators ? Utilize models or properties in real world situations, adding and subtracting decimals and use models, or properties in real-world situations.

Action Step 1

will foster the use of supplemental materials, such as Florida Ready, to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence on lesson plans, formal/informal observations, student work portfolios

Action Step 2

will use their mathematic journals to practice their understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; and describe real-world situations using positive and negative numbers.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence on lesson plans, formal/informal observations, student work portfolios, math journals

Action Step 3

Implementation of Common Core Go Math Mathematics curriculum, on level, and online supplemental resources such as Think Central Florida Online Intervention tutorials Reteach and Discovery Education

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

thinkcentral reports, evidence on lesson plans, formal/informal observations

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

will monitor fidelity by utilizing the following assessments: Grade 5 Baseline Mathematics Grade 5 Fall Mathematics, and the Grade 5 Winter Mathematics Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G3.B6.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 5 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 5 Mathematics Assessment

G3.B7 FCAT 2.0 Level 3 Grade 6 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 6 Achievement Level 3 were Reporting Category 1: Fractions, Ratios/Proportional Relationships, and Statistics due to a lack of critical thinking skills being effectively taught to students.

G3.B7.S1 The strategies that teachers will be apply for students scoring Achievement Level 3 in Grade 6 are: • Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom. • Develop students' ability to make sense of real world application problems involving fractions, ratios, proportional relationships, and statistics by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. • Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of fractions, ratios, proportional relationships, and statistics. • Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving fractions, ratios, proportional relationships, and statistics.

Action Step 1

Using the Mathematical Practices of the Common Core State Standards and FCAT Item Specifications to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence on lesson plans, formal/informal observations, student work portfolios

Action Step 2

Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Grade level team meeting minutes

Action Step 3

Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence on lesson plans

Action Step 4

Provide contexts for mathematical exploration and the development of student understanding in the areas of fractions, ratios, proportional relationships, and statistics through the use of manipulatives and engaging opportunities for practice.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence on lesson plans, formal/informal observations, student work portfolios

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

will monitor fidelity by using assessments such as the Grade 6 Baseline Mathematics Assessment, Grade 6 Fall Interim Mathematics Assessment, and the Grade 6 Winter Interim Mathematics Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G3.B7.S1

The assessment that will be utilized to determine effectiveness by teachers and leadership team is: -
Summative: 2014 FCAT 2.0 Grade 6 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 6 Mathematics Assessment

G3.B8 FCAT 2.0 Level 3 Grade 7 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 7 Achievement Level 3 was Reporting Category 3: Geometry & Measurement due to lack of real-world application by students.

G3.B8.S1 The strategies that will be applied for students scoring Achievement Level 3 in Grade 7 are: • Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding of the process to determine the surface area and volume of prisms, pyramids, and cylinders in the classroom. • Develop students' ability to make sense of real world application problems that compare, contrast, and convert units of measure between different measurement systems, (US customary or metric (SI)), dimensions, and derived units by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. • Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry concepts and conversions in measurement systems. • Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometric prisms, pyramids, and cylinders, and perform multiple conversions within customary and metric measurement systems, including derived units, and linear conversions between systems.

Action Step 1

will use the Mathematical Practices of the Common Core State Standards and FCAT Item Specifications to support mathematical fluency and problem solving proficiency involving geometry concepts and conversions in measurement systems.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence on lesson plans, formal/informal observations

Action Step 2

Utilize the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Florida Achieves data reports, evidence in lesson plans

Action Step 3

will participate in mathematical exploration and the development of student understanding in the areas of geometry and measurement conversion through the use of real or virtual manipulatives for engaging opportunities for practice.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

Plan to Monitor Fidelity of Implementation of G3.B8.S1

will monitor fidelity by using assessments such as the Grade 7 Baseline Mathematics Assessment, Grade 7 Fall Interim Mathematics Assessment, and the Grade 7 Winter Interim Mathematics Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G3.B8.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 7 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

ongoing

Evidence of Completion

results for the Summative: 2014 FCAT 2.0 Grade 7 Mathematics Assessment

G3.B9 FCAT 2.0 Level 3 Grade 8 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 8 Achievement Level 3 was Reporting Category 3: Geometry & Measurement due to a lack of discovery-based learning activities.

G3.B9.S1 • Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement. • Develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. • Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts. • Utilize Task Cards as a means of engaging students in higher order thinking with the concepts of geometry and measurement.

Action Step 1

Using the Mathematical Practices of the Common Core State Standards and FCAT Item specifications to support mathematical fluency and problem solving proficiency involving geometry concepts and conversions in measurement systems.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans formal/informal observations

Action Step 2

Use the Pacing Guide aligned Topic Assessments and the FCAT Explorer Math Navigator 8th grade benchmarks to progress monitor students' mastery of targeted grade level objectives and essential content.

Person or Persons Responsible

teachers

Target Dates or Schedule

Evidence of Completion

evidence in lesson plans formal/informal observations FCAT data reports

Action Step 3

- Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement conversion through the use of real or virtual manipulatives for engaging opportunities for practice.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans formal/informal observations student work portfolios

Plan to Monitor Fidelity of Implementation of G3.B9.S1

will monitor fidelity by using assessments such as the Grade 8 Baseline Mathematics Assessment, Grade 8 Fall Interim Mathematics Assessment, and the Grade 8 Winter Interim Mathematics Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G3.B9.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B10 FCAT 2.0 Level 4 and above Grade 3 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the greatest difficulty for students in Grade 3 Achievement at or above Level 4 and above was Reporting Category 2: Number: Fractions due to few hands-on projects offered to students.

G3.B10.S1 o In order for students to maintain and increase Level 4 and 5 proficiency levels, students will develop an understanding of fractions and fraction equivalence through the use of hands-on projects and technology based activities. o Foster the use of meanings of numbers to create strategies for solving real world problems and the use of models to represent fractions and fraction equivalence . o Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to challenge the level 4 and above

Action Step 1

o Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans and formal/informal observations, student work portfolios

Action Step 2

o Use GO Math Curriculum Beyond, with technology such as Think Central Enrichment and Florida Achieves 3rd grade FCAT Explorer and Discovery Education to reinforce the concept of fractions and fraction equivalence.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student data reports, evidence in lesson plans and formal/informal observations

Action Step 3

Using Mathematical Practices of the Common Core State Standards and FCAT Item Specifications to support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans and formal/informal observations

Plan to Monitor Fidelity of Implementation of G3.B10.S1

by utilizing the following assessments: Grade 3 Baseline Mathematics Grade 3 Fall Mathematics, and the Grade 3 Winter Mathematics Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G3.B10.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 3 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results on the Summative: 2014 FCAT 2.0 Grade 3 Mathematics Assessment

G3.B11 FCAT 2.0 Level 4 and above Grade 4 According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 4 Achievement at or above Level 4 was Reporting Category 1- Number: Operations and Problems due to a lack of technology based activities.

G3.B11.S1 The strategies that will be applied by teachers for students scoring at or above Achievement Level 4 in Grade 4 are: o In order for students to maintain and increase Level 4 and 5 proficiency levels, students will be given opportunities for conceptual understanding of whole number operations and problem solving through the use of hands-on projects and technology based activities. o Provide the instructional support needed for students to develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication o Provide experiences with numbers through millions in various contexts; use models to represent division; estimate and describe reasonableness of estimates; determine factors and multiples

Action Step 1

o Using Mathematical Practices of the Common Core State Standards FCAT Task cards and FCAT Item Specifications to support mathematical fluency and problem solving proficiency in the areas of multi-digit multiplication, patterns, expressions and equations.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations

Action Step 2

o Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations

Action Step 3

o Use GO Math Curriculum Beyond with technology such as Think Central Enrichment and Florida Achieves 4rd grade FCAT Explorer and Discovery Education to provide interactive tutorials on number operations and problems.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations, data reports generated by Thinkcentral

Plan to Monitor Fidelity of Implementation of G3.B11.S1

The teacher and leadership team will monitor fidelity by utilizing the following assessments: Grade 4 Baseline Mathematics Grade 4 Fall Mathematics, and the Grade 4 Winter Mathematics Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G3.B11.S1

The assessment that will be utilized to determine effectiveness by teachers and leadership team is: -
Summative: 2014 FCAT 2.0 Grade 4 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 4 Mathematics Assessment

G3.B12 FCAT 2.0 Level 4 and above Grade 5 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 5 Achievement at or above Level 4 were Reporting Category 1 Number: Base Ten & Fractions and Reporting Category 3- Geometry and Measurement due to few visual representations made available to students.

G3.B12.S1 Reporting Category 1: Number: Base Ten & Fractions: ? Provide grade level appropriate activities that promote opportunities for students to interpret solutions to division situations, including remainders using visual aids. ? Provide contexts for mathematical exploration and the development of student understanding of adding and subtracting fractions with both like and unlike denominators ? Teachers will use models or properties in real world situations, adding and subtracting decimals and use models, or properties in real-world situations.

Action Step 1

o Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, and informal/formal observations

Action Step 2

o Utilize the GO Math Curriculum Beyond and use Think Central Florida Enrichment online programs to provide opportunities for students to verify the reasonableness of number operation results, including in problem situations.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Thinkcentral data student report, evidence in lesson plans, and informal/formal observations

Action Step 3

o Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; and describe real-world situations using positive and negative numbers.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, and informal/formal observations, student work portfolio

Plan to Monitor Fidelity of Implementation of G3.B12.S1

by utilizing the following assessments: Grade 5 Baseline Mathematics Grade 5 Fall Mathematics, and the Grade 5 Winter Mathematics Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G3.B12.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 5 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 5 Mathematics Assessment

G3.B12.S2 Reporting Category 3: Geometry and Measurement: ? Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area ? Teachers will use activities that include the selection of appropriate units, strategies, and tools to solve problems involving these measures. ? 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.

Action Step 1

o Using Mathematical Practices of the Common Core State Standards Task cards and FCAT Item Specifications to support mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence on lesson plans, formal/informal observations

Action Step 2

o Utilize the GO Math Curriculum Beyond and use Think Central Florida Enrichment online programs on three-dimensional shapes and analyzing their properties, including volume and surface area; solving problems with approximations, selections of appropriate tools, and precision in measurement; and deriving and applying formulas for area.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Thinkcentral student data reports, evidence on lesson plans, formal/informal observations

Action Step 3

o Engage students in activities to use technology, such as Discovery Education, that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence on lesson plans, formal/informal observations

Plan to Monitor Fidelity of Implementation of G3.B12.S2

The teacher and leadership team will monitor fidelity by utilizing the following assessments: Grade 5 Baseline Mathematics Grade 5 Fall Mathematics, and the Grade 5 Winter Mathematics Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G3.B12.S2

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 5 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 5 Mathematics Assessment

G3.B13 FCAT 2.0 Level 4 and above Grade 6 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 6 Achievement at or above Level 4 were Reporting Category 1 Number: Fractions, Ratios/Proportional Relationships, and Statistics due to lack of few opportunities to for students to engage in meaningful math conversations.

G3.B13.S1 The strategies that will be applied for students by teachers scoring at or above Achievement Level 4 in Grade 6 are: • Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of fractions, ratios, proportional relationships, and statistics. • Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the areas of fractions, ratios, proportional relationships, and statistics. • Develop thematic projects to help students understand, analyze, and determine which measures of central tendency or variability best describe the given data.

Action Step 1

- Use the Mathematical Practices of the Common Core State Standards and FCAT Item Specifications to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans and informal/formal observations

Action Step 2

- Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

PLC team meeting minutes

Action Step 3

- Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans and informal/formal observations

Plan to Monitor Fidelity of Implementation of G3.B13.S1

by using assessments such as the Grade 6 Baseline Mathematics Assessment, Grade 6 Fall Interim Mathematics Assessment, and the Grade 6 Winter Interim Mathematics Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G3.B13.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 6 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 6 Mathematics Assessment

G3.B14 FCAT 2.0 Level 4 and above Grade 7 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 7 Achievement at or above Level 4 was Reporting Category 3: Geometry & Measurement due to a lack of real-world projects relating to surface area and volume.

G3.B14.S1 The strategies that will be applied by teachers to students scoring at or above Achievement Level 4 in Grade 7 are: • Provide students with enrichment opportunities to extend their understanding of surface area and volume by using non-traditional units of measure (i.e., using nets, centimeter cubes, and prisms/cylinders of different scales) to compare the effects of changing dimensions such as the radius, height, and base length of constructed models. • Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning when formulating conjectures on the relationships of geometric concepts. • Develop thematic projects to help students understand, analyze, and determine how geometry is present in the real world (objects, patterns, architecture).

Action Step 1

- Use the Mathematical Practices of the Common Core State Standards and FCAT Item Specifications to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, and formal/informal observations

Action Step 2

- Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, and formal/informal observations, Florida Achieves student data reports

Action Step 3

- Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of virtual manipulative and engaging opportunities for practice.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, and formal/informal observations

Plan to Monitor Fidelity of Implementation of G3.B14.S1

The teacher and leadership team will monitor fidelity by using assessments such as the Grade 7 Baseline Mathematics Assessment, Grade 7 Fall Interim Mathematics Assessment, and the Grade 7 Winter Interim Mathematics Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G3.B14.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 7 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 7 Mathematics Assessment

G3.B15 FCAT 2.0 Level 4 and above Grade 8 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 8 Achievement at or above Level 4 was Reporting Category 3: Geometry & Measurement due to a lack of incorporating high intensity tasks with multiple solutions.

G3.B15.S1 The strategies that will be applied by teachers for students scoring at or above Achievement Level 4 in Grade 8 are: • Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement. • Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the areas of geometry and measurement. • Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving geometry and measurement.

Action Step 1

- Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of virtual manipulative and engaging opportunities for practice.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence from lesson plans, formal/informal observations

Action Step 2

- Using the Mathematical Practices of the Common Core State Standards and FCAT Item Specifications to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence from lesson plans, formal/informal observations

Action Step 3

- Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence from lesson plans, formal/informal observations, student data reports generated by Florida Achieves

Plan to Monitor Fidelity of Implementation of G3.B15.S1

The teacher and leadership team will monitor fidelity by using assessments such as the Grade 8 Baseline Mathematics Assessment, Grade 8 Fall Interim Mathematics Assessment, and the Grade 8 Winter Interim Mathematics Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G3.B15.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 8 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 8 Mathematics Assessment

G3.B16 Learning Gains Grade 3 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the greatest difficulty for students in Grade 3 making learning gains was Reporting Category 2: Number: Fractions due to insufficient usage of manipulatives.

G3.B16.S1 The strategies that will be applied by teachers for students scoring at Achievement Level 3 in Grade 3 are: o Provide opportunities for students to identify a fraction from an area or set model. o Provide contexts in a small group setting for mathematical exploration and the development of student understanding of fractions o Support mathematical fluency and problem solving skills in the areas of properties of fractions through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Implementation of Common Core Go Math Mathematics curriculum, on level, and online supplemental resources such as Think Central Florida Online Intervention tutorials Reteach and Discovery Education to provide interactive tutorials on fractions and fraction equivalence

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, student work portfolios, formal/informal observations

Action Step 2

Foster the use of supplemental materials, such as Florida Ready workbooks to foster the use of meanings of numbers.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, student work portfolios, formal/informal observations

Action Step 3

o Using Mathematical Practices of the Common Core State Standards Task Cards for higher level questioning to support problem solving proficiency in the areas of fractions, fraction equivalence and comparison

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing PLC department meetings will be held quarterly to focus on planning and implementing the Common Core Standards

Evidence of Completion

evidence in lesson plans

Facilitator:

all grade level mentors

Participants:

PLC departments (school wide)

Plan to Monitor Fidelity of Implementation of G3.B16.S1

will monitor fidelity by utilizing the following assessments: Grade 3 Baseline Mathematics Grade 3 Fall Mathematics, and the Grade 3 Winter Mathematics Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft generated reports

Plan to Monitor Effectiveness of G3.B16.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 3 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 3 Mathematics Assessment

G3.B17 Learning Gains Grade 4 According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 4 making learning gains was Reporting Category 1- Number: Operations and Problems due to lack of vocabulary.

G3.B17.S1 The strategies that will be applied by teachers for students scoring at Achievement Level 3 in Grade 4 are: o Support mathematical fluency and problem-solving skills in the areas of: 1. Multi Digit Multiplication and Expressions by providing time to practice and apply learned concepts in a real life situation 2. Describe and generalize an algebraic rule for a graphic or numerical pattern 3. Provide opportunities for the students to use all four mathematical operations in real world settings.

Action Step 1

Using Mathematical Practices of the Common Core State Standards and FCAT Item Specifications to support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations

Action Step 2

o Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations, student work portfolios

Action Step 3

o Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

formal/informal observations

Plan to Monitor Fidelity of Implementation of G3.B17.S1

The teacher and leadership team will monitor fidelity by using assessments such as the Grade 4 Baseline Mathematics Assessment, Grade 4 Fall Interim Mathematics Assessment, and the Grade 4 Winter Interim Mathematics Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft student data reports

Plan to Monitor Effectiveness of G3.B17.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 4 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 4 Mathematics Assessment

G3.B18 Learning Gains Grade 5 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 5 making learning gains were Reporting Category 1 Number: Base Ten & Fractions

G3.B18.S1 The strategies that will be applied for students making learning gains in Grade 5: Support mathematical fluency and problem-solving skills in the areas of: 1. Determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real life situations. 2. Provide opportunities for students to solve problems on geometric properties of figures 3. Provide multi step conversions to solve problems within the same measurement system

Action Step 1

Using Mathematical Practices of the Common Core State Standards and FCAT Item Specifications to support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations

Action Step 2

o Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations

Action Step 3

o Provide opportunities for students to compare and order fractions, including fractions greater than one, using models or strategies as well as identify an equivalent fraction, excluding fractions greater than one, using a model.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

Plan to Monitor Fidelity of Implementation of G3.B18.S1

by using assessments such as the Grade 5 Baseline Mathematics Assessment, Grade 5 Fall Interim Mathematics Assessment, and the Grade 5 Winter Interim Mathematics Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft generated student reports

Plan to Monitor Effectiveness of G3.B18.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 5 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results from the Summative: 2014 FCAT 2.0 Grade 5 Mathematics Assessment

G3.B19 Learning Gains Grade 6 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 6 making learning gains was Reporting Category 1: Fractions, Ratios/Proportional Relationships, and Statistics due to lack of higher order questioning by teachers.

G3.B19.S1 The strategies that will be applied by teachers for students making learning gains in Grade 6 will be to: • Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of fractions, ratios, proportional relationships, and statistics. • Increase fact fluency of sixth grade students that made learning gains by incorporating daily fact drills with dual attention on speed and accuracy. • Provide a variety of models of representation and hands-on activities which include pattern blocks, rods and fraction bars. • Support mathematical fluency and problem solving skills in the areas of fractions, ratios and statistics by providing time for practice and real world situations.

Action Step 1

o Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations

Action Step 2

o Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on fractions, ratios and statistics.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

data binder, evidence in lesson plans

Action Step 3

o Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

formal/informal observations

Plan to Monitor Fidelity of Implementation of G3.B19.S1

The teacher and leadership team will monitor fidelity by using assessments such as the Grade 6 Baseline Mathematics Assessment, Grade 6 Fall Interim Mathematics Assessment, and the Grade 6 Winter Interim Mathematics Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft student reports

Plan to Monitor Effectiveness of G3.B19.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 6 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 6 Mathematics Assessment

G3.B20 Learning Gains Grade 7 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 7 making learning gains was Reporting Category 3: Geometry & Measurement due to a lack of models.

G3.B20.S1 The strategies that will be applied by teachers for students making learning gains will be: • Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings with geometric concepts and conversions in measurement systems. • Provide a variety of models of representation (nets of prisms, pyramids, and cylinders) and hands-on activities to develop students' understanding of the process to determine surface area and volume prior to introducing the formulas.

Action Step 1

o Provide opportunities for students to identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa; compare and order fractions, including fractions greater than one, using models or strategies.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans and formal/informal observations

Action Step 2

o Support mathematical fluency and problem solving skills in the areas of geometry and measurement, conversion by providing time to practice and apply learned concepts in real world settings.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans and formal/informal observations

Action Step 3

o Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on determining the surface area and volume of prisms, pyramids and cylinders.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

data binder, and evidence in lesson plans

Plan to Monitor Fidelity of Implementation of G3.B20.S1

will monitor fidelity by using assessments such as the Grade 7 Baseline Mathematics Assessment, Grade 7 Fall Interim Mathematics Assessment, and the Grade 7 Winter Interim Mathematics Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft student data reports

Plan to Monitor Effectiveness of G3.B20.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 7 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of Summative: 2014 FCAT 2.0 Grade 7 Mathematics Assessment

G3.B21 Learning Gains Grade 8 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 8 making learning gains was Reporting Category 3 Geometry & Measurement due to a lack of discovery-based learning activities.

G3.B21.S1 The strategies that will be applied for students making learning gains Grade 8 will be: • Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement. • Provide students with opportunities to use the Pythagorean Theorem to solve routine height or distance problems when given the measures of both legs.

Action Step 1

o Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations, student work portfolio

Action Step 2

o Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations, student work portfolio

Action Step 3

o Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

evidence in lesson plans, formal/informal observations

Plan to Monitor Fidelity of Implementation of G3.B21.S1

will monitor fidelity by using assessments such as the Grade 8 Baseline Mathematics Assessment, Grade 8 Fall Interim Mathematics Assessment, and the Grade 8 Winter Interim Mathematics Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports

Plan to Monitor Effectiveness of G3.B21.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 8 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 8 Mathematics Assessment

G3.B22 Learning Gains - lowest 25% Grade 3 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the greatest difficulty for students in Grade 3 in the lowest 25% was Reporting Category 1: Number: Operations, problems, and statistics, due to students need having prior knowledge of applying the inverse property

G3.B22.S1 The strategies that will be applied for students in the lowest 25% making learning gains in Grade 3 will be to: ? To apply the inverse property to solve a real world problem and to check the solution of a problem involving multiplication or division. ? Analyze and interpret data on a bar graph, pictograph, frequency table, or line plot to solve problems. ? Identify fact families that demonstrate the inverse relationship between multiplication and division.

Action Step 1

? Teacher will provide opportunities to use patterns, models, and relationships as context for writing and solving simple equations.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations, student work portfolio

Action Step 2

? Teachers will provide support to students as they make sense of problems and persevere to solve them.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

formal/informal observations

Action Step 3

? Teachers will provide opportunities for students to verify the reasonableness of number operation results in problem situations

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations, student work portfolio

Plan to Monitor Fidelity of Implementation of G3.B22.S1

will monitor fidelity by using assessments such as the Grade 3 Baseline Mathematics Assessment, Grade 3 Fall Interim Mathematics Assessment, and the Grade 3 Winter Interim Mathematics Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports

Plan to Monitor Effectiveness of G3.B22.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 3 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 3 Mathematics Assessment

G3.B23 Learning Gains - lowest 25% Grade 4 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the greatest difficulty for students in Grade 4 in the lowest 25% was Reporting Category 2: Geometry and Measurement, due to lack of understanding in the connection between fractions and decimals.

G3.B23.S1 The strategies that will be applied by teachers for students in the lowest 25% making learning gains in Grade 3 will be to: Provide opportunities for students to: ? Identify acute, obtuse, right, or straight angles ? Identify a shape that is the result of one rotation or one reflection of the given shape ? Identify a two dimensional front or top view of a given three dimensional figure

Action Step 1

? The teachers will provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations

Action Step 2

? Teachers will provide opportunities for students to develop an understanding of decimals, including the connection between fractions and decimals: and to generate equivalent fractions and simplify fractions.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations, student work portfolio

Plan to Monitor Fidelity of Implementation of G3.B23.S1

will monitor fidelity by using assessments such as the Grade 4 Baseline Mathematics Assessment, Grade 4 Fall Interim Mathematics Assessment, and the Grade 4 Winter Interim Mathematics Assessment to ensure student growth.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft student data reports

Plan to Monitor Effectiveness of G3.B23.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 4 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 4 Mathematics Assessment

G3.B24 Learning Gains - lowest 25% Grade 5 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 5 in the lowest 25% are Reporting Category 3: expressions, equations, and statistics, due to lack of understanding of functional relationships

G3.B24.S1 The strategies that will be applied for students scoring in the lowest 25% making learning gains in Grade 5 are: Provide opportunities for students to: ? Translate a written description or graphic to an equation having one variable ? Identify or interpret line graphs or double bar graphs to represent a given set of data ? Solve real world problems using properties of equality and only one operation

Action Step 1

? Teacher will provide opportunities for students to use the properties of equality to solve numerical and real world situations

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal and informal observations

Action Step 2

? Teacher will focus on building a foundation on later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal and informal observations

Plan to Monitor Fidelity of Implementation of G3.B24.S1

will monitor fidelity by using assessments such as the Grade 5 Baseline Mathematics Assessment, Grade 5 Fall Interim Mathematics Assessment, and the Grade 5 Winter Interim Mathematics Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

ongoing

Evidence of Completion

Edusoft reports

Plan to Monitor Effectiveness of G3.B24.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 5 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 5 Mathematics Assessment

G3.B25 Learning Gains - lowest 25% Grade 6 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 6 in the lowest 25% was Reporting Category 1: Fractions, Ratios/Proportional Relationships, and Statistics, due to lack of student fact fluency

G3.B25.S1 The strategies that will be applied for students in the lowest 25% making learning gains in Grade 6 will be to: • Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of fractions, ratios, proportional relationships, and statistics. • Identify students in the lowest 25% and use an in-school intervention tutorial program (such as Compass Learning) to address the mathematics deficiencies particularly in the areas of fractions, ratios, proportional relationships, and statistics as indicated by data reports. • Increase fact fluency of sixth grade students that made learning gains by incorporating daily fact drills with dual attention on speed and accuracy.

Action Step 1

o Using Reading strategies to decode and understand real world word problems relating to fractions and ratios/proportional relationships.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans and formal/informal observations

Action Step 2

o Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans and formal/informal observations, student work portfolios

Action Step 3

o Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on fractions, ratios and statistics.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans and formal/informal observations, student work portfolios

Plan to Monitor Fidelity of Implementation of G3.B25.S1

will monitor fidelity by using assessments such as the Grade 6 Baseline Mathematics Assessment, Grade 6 Fall Interim Mathematics Assessment, and the Grade 6 Winter Interim Mathematics Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports

Plan to Monitor Effectiveness of G3.B25.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 6 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results on the Summative: 2014 FCAT 2.0 Grade 6 Mathematics Assessment

G3.B26 Learning Gains - lowest 25% Grade 7 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 7 in the lowest 25% was Reporting Category 3: Geometry & Measurement, due to the lack of student exposure to a variety of models of visual representations of 3 dimensional figures.

G3.B26.S1 The strategies that will be applied for students in the lowest 25% making learning gains in Grade 7 will be to: • Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings with geometric concepts and conversions in measurement systems. • Provide a variety of models of representation (nets of prisms, pyramids, and cylinders) and hands-on activities to develop students' understanding of the process to determine surface area and volume prior to introducing the formulas. • Identify students in the lowest 25% and use an in-school intervention tutorial program (such as Compass Learning) to address the mathematics deficiencies particularly in the areas of surface area and volume of prisms, cylinders, and pyramids, and converting units of measure in customary and metric measurement systems, as indicated by data reports.

Action Step 1

o Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on determining the surface area and volume of prisms, pyramids and cylinders.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

data binder, student generated reports

Action Step 2

o Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/ models and engaging opportunities for practice.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations

Action Step 3

o Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations

Plan to Monitor Fidelity of Implementation of G3.B26.S1

will monitor fidelity by using assessments such as the Grade 7 Baseline Mathematics Assessment, Grade 7 Fall Interim Mathematics Assessment, and the Grade 7 Winter Interim Mathematics Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft student reports

Plan to Monitor Effectiveness of G3.B26.S1

The assessment that will be utilized to determine effectiveness is: - Summative: 2014 FCAT 2.0 Grade 7 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 7 Mathematics Assessment

G3.B27 Learning Gains - lowest 25% Grade 8 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 8 in the lowest 25% was Reporting Category 3 Geometry & Measurement

G3.B27.S1 The strategies that will be applied for students in the lowest 25% making learning gains in Grade 8 will be to: • Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement. • Provide students with opportunities to use the Pythagorean Theorem to solve routine height or distance problems when given the measures of both legs. • Identify students in the lowest 25% and use an in-school intervention tutorial program (such as Compass Learning) to address the mathematics deficiencies particularly in the areas of expressions and equations as indicated by data reports.

Action Step 1

o Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on determining the surface area and volume of prisms, pyramids and cylinders.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

data binder, student data reports

Action Step 2

o Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations

Action Step 3

o Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations

Plan to Monitor Fidelity of Implementation of G3.B27.S1

will monitor fidelity by using assessments such as the Grade 8 Baseline Mathematics Assessment, Grade 8 Fall Interim Mathematics Assessment, and the Grade 8 Winter Interim Mathematics Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports

Plan to Monitor Effectiveness of G3.B27.S1

The assessment that will be utilized to determine effectiveness: - Summative: 2014 FCAT 2.0 Grade 8 Mathematics Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the Summative: 2014 FCAT 2.0 Grade 8 Mathematics Assessment

G4. Our goal is to increase the participation in middle school acceleration in high school EOC and industry certifications by 5% from 54% to 59%. Our goal is to increase the performance percent by 1% from 94% to 95%.

G4.B1 The participation in EOC courses depends on teacher recommendations and student FCAT scores. The students are placed in an EOC track starting in 6th grade depending on their FCAT scores from 5th grade. Therefore an increase in participation of EOC courses is linked to an increase in the percent proficient in 5th grade, which leads to an increase in teacher recommendation.

G4.B1.S1 An increase in participation of EOC courses is linked to an increase in the percent proficient in 5th grade, which leads to an increase in teacher recommendation. 5th grade teachers will focus on the lowest benchmarks, reporting category number: base ten and fractions, on the baseline and the interims during the instructional block, providing opportunities to practice these skills and concepts.

Action Step 1

Reporting Category 1: Number: Base Ten & Fractions: ? Provide grade level and enrichment activities that promote opportunities for students to interpret solutions to division situations, including remainders by using manipulatives ? Provide contexts for mathematical exploration and the development of student understanding of adding and subtracting fractions with both like and unlike denominators ? Utilize models or properties in real world situations, adding and subtracting decimals and use models, or properties in real-world situations.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

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

using district baseline and interim assessments to monitor and report student growth.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

data from district assessments to monitor and report student growth.

Plan to Monitor Effectiveness of G4.B1.S1

will use ongoing formal and informal classroom assessments, and any standardized assessment results which will be analyzed through the FCIM model by: ? Using evidence-based practices that build a school's capacity to establish continuous improvement as a way of work. ? Facilitating focused instruction for all students. ? Using assessment results to improve teaching and learning. ? Collaboration among teachers, students, parents and instructional support staff. ? Active learning and student involvement in the learning process. ? Placing responsibility for learning ultimately on the learner. ? Data driven so as to remove subjectivity and replace it with a focus on results. ? Aligning planning, instruction, assessment, and support on student performance. ? Focusing instruction on the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS). ? Refining the teacher's understanding on the areas where students are struggling or succeeding. ? Customizing instruction for student achievement. The Rtl and Leadership Team will utilize data trends to generate continuous improvement and coordinate strategies to increase student achievement.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

district reports based on the Baseline, Fall, and Winter Assessments to monitor and report student growth.

G4.B2 According to the results of the 2013 Geometry EOC , the area of greatest difficulty for students scoring at Achievement Level 3 was Reporting Category 3 Trigonometry and Discrete Mathematics due to lack of opportunities for discovery in a small group setting [copy]

G4.B2.S1 Provide opportunities for students to practice the content so they will be able to: • Identify the converse, inverse, or contrapositive of a given statement. • Determine whether two propositions are logically equivalent in mathematical or real-world contexts. • Solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Action Step 1

o Use Mathematical Practices of the Common Core State Standards to support cooperative learning in small groups for discovery activities and outdoor measurement projects. Students will work on applied problems and projects, such as measuring the height of the school building or a flagpole, using clinometers and the trigonometric functions (real-world applications). o Have students make their own diagrams showing a right triangle with labels showing the trigonometric ratios. Although students like mnemonics such as SOH-CAH-TOA, these are not a substitute for conceptual understanding. Some students may investigate the reciprocals of sine, cosine, and tangent to discover the other three trigonometric functions. o Use technology- Scientific calculator (TI-30x), a graphing calculator (TI-83Plus/TI-nspire), Geometer's Sketchpad (GSP), Dynamic Geometry software tool for exploring and analyzing Mathematics, and Discovery Education videos, that include visual stimulus to develop conceptual understanding. Use CPS clickers as an assessment to refine the teacher's understanding on the areas where students are struggling or succeeding o Students must use Hands-on Patty Paper and Compass/Straightedge Investigations to construct and create proofs with attention to precision.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing implementation based on pacing guide, and Professional Development CPS Clickers training October 25, 2013

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

Facilitator:

Clickers Trainer

Participants:

teachers

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

using assessments such as the Geometry Baseline, Fall, and Winter Assessments to monitor and report student growth.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports for assessments such as the Geometry Baseline, Fall, and Winter Assessments to monitor and report student growth.

Plan to Monitor Effectiveness of G4.B2.S1

will use ongoing formal and informal classroom assessments, and any standardized assessment results which will be analyzed through the FCIM model by: ? Using evidence-based practices that build a school's capacity to establish continuous improvement as a way of work. ? Facilitating focused instruction for all students. ? Using assessment results to improve teaching and learning. ? Collaboration among teachers, students, parents and instructional support staff. ? Active learning and student involvement in the learning process. ? Placing responsibility for learning ultimately on the learner. ? Data driven so as to remove subjectivity and replace it with a focus on results. ? Aligning planning, instruction, assessment, and support on student performance. ? Focusing instruction on the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS). ? Refining the teacher's understanding on the areas where students are struggling or succeeding. ? Customizing instruction for student achievement. The Rtl and Leadership Team will utilize data trends to generate continuous improvement and coordinate strategies to increase student achievement.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports based on the Geometry Baseline, Fall, and Winter Assessments to monitor and report student growth.

G4.B3 According to the results of the 2013 Geometry EOC , the area of greatest difficulty for students scoring at Achievement Level at or above level 4 was Reporting Category 3 Trigonometry and Discrete Mathematics due to lack of opportunities to solve problems with propositions are logically equivalent in mathematical and real world contexts [copy]

G4.B3.S1 Provide opportunities for students to master the content so they will be able to: • Identify the converse, inverse, and contrapositive of a given statement. • Determine whether two propositions are logically equivalent in mathematical and real-world contexts. • Solve problems using the trigonometric ratios sine, cosine, and tangent to determine side lengths and angle measures.

Action Step 1

o Use Mathematical Practices of the Common Core State Standards to support cooperative learning in small groups for discovery activities and outdoor measurement projects. Students will work on applied problems and projects, such as measuring the height of the school building or a flagpole, using clinometers and the trigonometric functions (real-world applications). o Have students make their own diagrams showing a right triangle with labels showing the trigonometric ratios. Although students like mnemonics such as SOH-CAH-TOA, these are not a substitute for conceptual understanding. Some students may investigate the reciprocals of sine, cosine, and tangent to discover the other three trigonometric functions. o Use technology- Scientific calculator (TI-30x), a graphing calculator (TI-83Plus/TI-nspire), Geometer's Sketchpad (GSP), Dynamic Geometry software tool for exploring and analyzing Mathematics, and Discovery Education videos, that include visual stimulus to develop conceptual understanding. Use CPS clickers as an assessment to refine the teacher's understanding on the areas where students are struggling or succeeding. o Students must use Hands-on Patty Paper and Compass/Straightedge Investigations to construct and create proofs with attention to precision.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing based on district pacing guide

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

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

using assessments such as the Geometry Baseline, Fall, and Winter Assessments to monitor and report student growth.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports for assessments such as the Geometry Baseline, Fall, and Winter Assessments to monitor and report student growth.

Plan to Monitor Effectiveness of G4.B3.S1

will use ongoing formal and informal classroom assessments, and any standardized assessment results which will be analyzed through the FCIM model by: ? Using evidence-based practices that build a school's capacity to establish continuous improvement as a way of work. ? Facilitating focused instruction for all students. ? Using assessment results to improve teaching and learning. ? Collaboration among teachers, students, parents and instructional support staff. ? Active learning and student involvement in the learning process. ? Placing responsibility for learning ultimately on the learner. ? Data driven so as to remove subjectivity and replace it with a focus on results. ? Aligning planning, instruction, assessment, and support on student performance. ? Focusing instruction on the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS). ? Refining the teacher's understanding on the areas where students are struggling or succeeding. ? Customizing instruction for student achievement. The RtI and Leadership Team will utilize data trends to generate continuous improvement and coordinate strategies to increase student achievement.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports for o Geometry -Baseline Mathematics Assessment o Geometry-Fall Interim Mathematics Assessment o Geometry -Winter Interim Mathematics Assessment o 2014 Geometry EOC

G4.B4 According to the results of the 2013 Algebra I EOC, the area of greatest difficulty for students scoring at a level 3 was Reporting Category 2 Polynomials: due to lack of student understanding and fluency with polynomial arithmetic [copy]

G4.B4.S1 ? The primary strategy is to make connections between arithmetic of integers and arithmetic of polynomials. Students need to work toward both understanding and fluency with polynomial arithmetic. Students will need to use correct vocabulary, such as integer, monomial, polynomial, factor, and term. ? In arithmetic of polynomials, a central idea is the distributive property, because it is fundamental not only in polynomial multiplication but also in polynomial addition and subtraction. ? With the distributive property, there is little need to emphasize misleading mnemonics, such as FOIL, which is relevant only when multiplying two binomials, and the procedural reminder to “collect like terms” as a consequence of the distributive property. For polynomials, students need to reason that the sum (difference or product) of any two polynomials is indeed a polynomial. At first, restrict attention to polynomials with integer coefficients. Later, students should consider polynomials with rational or real coefficients and reason that such polynomials are closed under these operations. For contrast, students need to reason that polynomials are not closed under the operation of division: The quotient of two polynomials is not always a polynomial.

Action Step 1

o Use Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency to models real-world situations. o Hands-on materials, such as algebra tiles, can be used to establish a visual understanding of algebraic expressions and the meaning of terms, factors and coefficients. o Technology- a four function calculator, a graphing calculator, or spreadsheet program can aid students organize and generate tables displaying output values for each an expression. Using Discovery Education videos, that include visual stimulus to develop conceptual understanding the application of polynomials in today’s digital society.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing based on district pacing guide

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

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

using assessments such as the Algebra I Baseline, Fall, and Winter Assessments to monitor and report student growth.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports for assessments such as the o Algebra I -Baseline Mathematics Assessment o Algebra I -Fall Interim Mathematics Assessment o Algebra I -Winter Interim Mathematics Assessment o 2014 Algebra I EOC

Plan to Monitor Effectiveness of G4.B4.S1

will use ongoing formal and informal classroom assessments, and any standardized assessment results which will be analyzed through the FCIM model by: ? Using evidence-based practices that build a school's capacity to establish continuous improvement as a way of work. ? Facilitating focused instruction for all students. ? Using assessment results to improve teaching and learning. ? Collaboration among teachers, students, parents and instructional support staff. ? Active learning and student involvement in the learning process. ? Placing responsibility for learning ultimately on the learner. ? Data driven so as to remove subjectivity and replace it with a focus on results. ? Aligning planning, instruction, assessment, and support on student performance. ? Focusing instruction on the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS). ? Refining the teacher's understanding on the areas where students are struggling or succeeding. ? Customizing instruction for student achievement. The Rtl and Leadership Team will utilize data trends to generate continuous improvement and coordinate strategies to increase student achievement.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports for Algebra I -Baseline Mathematics Assessment o Algebra I -Fall Interim Mathematics Assessment o Algebra I -Winter Interim Mathematics Assessment o 2014 Algebra I EOC

G4.B5 According to the results of the 2013 Algebra I EOC, the area of greatest difficulty for students at or above a level 4 was Reporting Category 2 Polynomials: due to lack of student understanding and fluency with polynomial arithmetic [copy]

G4.B5.S1 Provide opportunities for students to master the content so they will be able to: • Apply the laws of exponents to simplify monomial expressions with integral exponents • Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials expressions when more than one method is required. • Simplify rational expressions. • Divide polynomials by monomials.

Action Step 1

o Use Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency to models real-world situations. o Hands-on materials, such as algebra tiles, can be used to establish a visual understanding of algebraic expressions and the meaning of terms, factors and coefficients. o Technology- a four function calculator, a graphing calculator, or spreadsheet program can aid students organize and generate tables displaying output values for each an expression. Using Discovery Education videos, that include visual stimulus to develop conceptual understanding the application of polynomials in today's digital society.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing based on district pacing guide

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

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

using assessments such as the Algebra I Baseline, Fall, and Winter Assessments to monitor and report student growth.

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Edusoft reports for assessments such as the Algebra I Baseline, Fall, and Winter Assessments to monitor and report student growth.

Plan to Monitor Effectiveness of G4.B5.S1

will use ongoing formal and informal classroom assessments, and any standardized assessment results which will be analyzed through the FCIM model by: ? Using evidence-based practices that build a school's capacity to establish continuous improvement as a way of work. ? Facilitating focused instruction for all students. ? Using assessment results to improve teaching and learning. ? Collaboration among teachers, students, parents and instructional support staff. ? Active learning and student involvement in the learning process. ? Placing responsibility for learning ultimately on the learner. ? Data driven so as to remove subjectivity and replace it with a focus on results. ? Aligning planning, instruction, assessment, and support on student performance. ? Focusing instruction on the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS). ? Refining the teacher's understanding on the areas where students are struggling or succeeding. ? Customizing instruction for student achievement. The RtI and Leadership Team will utilize data trends to generate continuous improvement and coordinate strategies to increase student achievement.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports for o Algebra I -Baseline Mathematics Assessment o Algebra I -Fall Interim Mathematics Assessment o Algebra I -Winter Interim Mathematics Assessment o 2014 Algebra I EOC

G5. Based on the results of 2013 Algebra I EOC, our actual performance percent was 91% of our students performing at a level 3 or above. Our goal is to increase our performance percent to 92%, which is a 1% increase from the previous year.

G5.B2 According to the results of the 2013 Algebra I EOC, the area of greatest difficulty for students scoring at a level 3 was Reporting Category 2 Polynomials: due to lack of student understanding and fluency with polynomial arithmetic

G5.B2.S1 ? The primary strategy is to make connections between arithmetic of integers and arithmetic of polynomials. Students need to work toward both understanding and fluency with polynomial arithmetic. Students will need to use correct vocabulary, such as integer, monomial, polynomial, factor, and term. ? In arithmetic of polynomials, a central idea is the distributive property, because it is fundamental not only in polynomial multiplication but also in polynomial addition and subtraction. ? With the distributive property, there is little need to emphasize misleading mnemonics, such as FOIL, which is relevant only when multiplying two binomials, and the procedural reminder to “collect like terms” as a consequence of the distributive property. For polynomials, students need to reason that the sum (difference or product) of any two polynomials is indeed a polynomial. At first, restrict attention to polynomials with integer coefficients. Later, students should consider polynomials with rational or real coefficients and reason that such polynomials are closed under these operations. For contrast, students need to reason that polynomials are not closed under the operation of division: The quotient of two polynomials is not always a polynomial.

Action Step 1

o Use Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency to models real-world situations.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing based on district pacing guide

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

Action Step 2

o Hands-on materials, such as algebra tiles, can be used to establish a visual understanding of algebraic expressions and the meaning of terms, factors and coefficients.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing based on district pacing guide

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

Action Step 3

o Technology- a four function calculator, a graphing calculator, or spreadsheet program can aid students organize and generate tables displaying output values for each an expression. Using Discovery Education videos, that include visual stimulus to develop conceptual understanding the application of polynomials in today's digital society.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing based on district pacing guide

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

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

using assessments such as the Algebra I Baseline, Fall, and Winter Assessments to monitor and report student growth.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports for assessments such as the o Algebra I -Baseline Mathematics Assessment o Algebra I -Fall Interim Mathematics Assessment o Algebra I -Winter Interim Mathematics Assessment o 2014 Algebra I EOC

Plan to Monitor Effectiveness of G5.B2.S1

will use ongoing formal and informal classroom assessments, and any standardized assessment results which will be analyzed through the FCIM model by: ? Using evidence-based practices that build a school's capacity to establish continuous improvement as a way of work. ? Facilitating focused instruction for all students. ? Using assessment results to improve teaching and learning. ? Collaboration among teachers, students, parents and instructional support staff. ? Active learning and student involvement in the learning process. ? Placing responsibility for learning ultimately on the learner. ? Data driven so as to remove subjectivity and replace it with a focus on results. ? Aligning planning, instruction, assessment, and support on student performance. ? Focusing instruction on the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS). ? Refining the teacher's understanding on the areas where students are struggling or succeeding. ? Customizing instruction for student achievement. The RtI and Leadership Team will utilize data trends to generate continuous improvement and coordinate strategies to increase student achievement.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports for Algebra I -Baseline Mathematics Assessment o Algebra I -Fall Interim Mathematics Assessment o Algebra I -Winter Interim Mathematics Assessment o 2014 Algebra I EOC

G5.B3 According to the results of the 2013 Algebra I EOC, the area of greatest difficulty for students at or above a level 4 was Reporting Category 2 Polynomials: due to lack of student understanding and fluency with polynomial arithmetic

G5.B3.S1 Provide opportunities for students to master the content so they will be able to: • Apply the laws of exponents to simplify monomial expressions with integral exponents • Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials expressions when more than one method is required. • Simplify rational expressions. • Divide polynomials by monomials.

Action Step 1

o Use Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency to models real-world situations.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing based on district pacing guide

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

Action Step 2

o Hands-on materials, such as algebra tiles, can be used to establish a visual understanding of algebraic expressions and the meaning of terms, factors and coefficients.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing based on district pacing guide

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

Action Step 3

Technology- a four function calculator, a graphing calculator, or spreadsheet program can aid students organize and generate tables displaying output values for each an expression. Using Discovery Education videos, that include visual stimulus to develop conceptual understanding the application of polynomials in today's digital society.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing based on district pacing guide

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

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

using assessments such as the Algebra I Baseline, Fall, and Winter Assessments to monitor and report student growth.

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Edusoft reports for assessments such as the Algebra I Baseline, Fall, and Winter Assessments to monitor and report student growth.

Plan to Monitor Effectiveness of G5.B3.S1

will use ongoing formal and informal classroom assessments, and any standardized assessment results which will be analyzed through the FCIM model by: ? Using evidence-based practices that build a school's capacity to establish continuous improvement as a way of work. ? Facilitating focused instruction for all students. ? Using assessment results to improve teaching and learning. ? Collaboration among teachers, students, parents and instructional support staff. ? Active learning and student involvement in the learning process. ? Placing responsibility for learning ultimately on the learner. ? Data driven so as to remove subjectivity and replace it with a focus on results. ? Aligning planning, instruction, assessment, and support on student performance. ? Focusing instruction on the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS). ? Refining the teacher's understanding on the areas where students are struggling or succeeding. ? Customizing instruction for student achievement. The RtI and Leadership Team will utilize data trends to generate continuous improvement and coordinate strategies to increase student achievement.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports for o Algebra I -Baseline Mathematics Assessment o Algebra I -Fall Interim Mathematics Assessment o Algebra I -Winter Interim Mathematics Assessment o 2014 Algebra I EOC

G6. Based on the results of the 2013 Geometry EOC, our school's actual performance percent was 95%. Our district target goal is 95% proficiency on the 2014 Geometry EOC.

G6.B2 According to the results of the 2013 Geometry EOC, the area of greatest difficulty for students scoring at Achievement Level 3 was Reporting Category 3 Trigonometry and Discrete Mathematics due to lack of opportunities for discovery in a small group setting

G6.B2.S1 Provide opportunities for students to practice the content so they will be able to: • Identify the converse, inverse, or contrapositive of a given statement. • Determine whether two propositions are logically equivalent in mathematical or real-world contexts. • Solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Action Step 1

o Use Mathematical Practices of the Common Core State Standards to support cooperative learning in small groups for discovery activities and outdoor measurement projects. Students will work on applied problems and projects, such as measuring the height of the school building or a flagpole, using clinometers and the trigonometric functions (real-world applications).

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing implementation based on pacing guide, and Professional Development CPS Clickers training October 25, 2013

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

Action Step 2

o Have students make their own diagrams showing a right triangle with labels showing the trigonometric ratios. Although students like mnemonics such as SOH-CAH-TOA, these are not a substitute for conceptual understanding. Some students may investigate the reciprocals of sine, cosine, and tangent to discover the other three trigonometric functions.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing implementation based on pacing guide, and Professional Development CPS Clickers training October 25, 2013

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

Action Step 3

o Use technology- Scientific calculator (TI-30x), a graphing calculator (TI-83Plus/TI-nspire), Geometer's Sketchpad (GSP), Dynamic Geometry software tool for exploring and analyzing Mathematics, and Discovery Education videos, that include visual stimulus to develop conceptual understanding. Use CPS clickers as an assessment to refine the teacher's understanding on the areas where students are struggling or succeeding

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing implementation based on pacing guide, and Professional Development CPS Clickers training October 25, 2013

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

Facilitator:

Clickers Trainer

Participants:

teachers

Action Step 4

o Students must use Hands-on Patty Paper and Compass/Straightedge Investigations to construct and create proofs with attention to precision.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing implementation based on pacing guide, and Professional Development CPS Clickers training October 25, 2013

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

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

using assessments such as the Geometry Baseline, Fall, and Winter Assessments to monitor and report student growth.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports for assessments such as the Geometry Baseline, Fall, and Winter Assessments to monitor and report student growth.

Plan to Monitor Effectiveness of G6.B2.S1

will use ongoing formal and informal classroom assessments, and any standardized assessment results which will be analyzed through the FCIM model by: ? Using evidence-based practices that build a school's capacity to establish continuous improvement as a way of work. ? Facilitating focused instruction for all students. ? Using assessment results to improve teaching and learning. ? Collaboration among teachers, students, parents and instructional support staff. ? Active learning and student involvement in the learning process. ? Placing responsibility for learning ultimately on the learner. ? Data driven so as to remove subjectivity and replace it with a focus on results. ? Aligning planning, instruction, assessment, and support on student performance. ? Focusing instruction on the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS). ? Refining the teacher's understanding on the areas where students are struggling or succeeding. ? Customizing instruction for student achievement. The Rtl and Leadership Team will utilize data trends to generate continuous improvement and coordinate strategies to increase student achievement.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports based on the Geometry Baseline, Fall, and Winter Assessments to monitor and report student growth.

G6.B3 According to the results of the 2013 Geometry EOC , the area of greatest difficulty for students scoring at Achievement Level at or above level 4 was Reporting Category 3 Trigonometry and Discrete Mathematics due to lack of opportunities to solve problems with propositions are logically equivalent in mathematical and real world contexts

G6.B3.S1 Provide opportunities for students to master the content so they will be able to: • Identify the converse, inverse, and contrapositive of a given statement. • Determine whether two propositions are logically equivalent in mathematical and real-world contexts. • Solve problems using the trigonometric ratios sine, cosine, and tangent to determine side lengths and angle measures.

Action Step 1

o Use Mathematical Practices of the Common Core State Standards to support cooperative learning in small groups for discovery activities and outdoor measurement projects. Students will work on applied problems and projects, such as measuring the height of the school building or a flagpole, using clinometers and the trigonometric functions (real-world applications). o Have students make their own diagrams showing a right triangle with labels showing the trigonometric ratios. Although students like mnemonics such as SOH-CAH-TOA, these are not a substitute for conceptual understanding. Some students may investigate the reciprocals of sine, cosine, and tangent to discover the other three trigonometric functions. o Use technology- Scientific calculator (TI-30x), a graphing calculator (TI-83Plus/TI-nspire), Geometer's Sketchpad (GSP), Dynamic Geometry software tool for exploring and analyzing Mathematics, and Discovery Education videos, that include visual stimulus to develop conceptual understanding. Use CPS clickers as an assessment to refine the teacher's understanding on the areas where students are struggling or succeeding. o Students must use Hands-on Patty Paper and Compass/Straightedge Investigations to construct and create proofs with attention to precision.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing based on district pacing guide

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

Plan to Monitor Fidelity of Implementation of G6.B3.S1

using assessments such as the Geometry Baseline, Fall, and Winter Assessments to monitor and report student growth.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports for assessments such as the Geometry Baseline, Fall, and Winter Assessments to monitor and report student growth.

Plan to Monitor Effectiveness of G6.B3.S1

will use ongoing formal and informal classroom assessments, and any standardized assessment results which will be analyzed through the FCIM model by: ? Using evidence-based practices that build a school's capacity to establish continuous improvement as a way of work. ? Facilitating focused instruction for all students. ? Using assessment results to improve teaching and learning. ? Collaboration among teachers, students, parents and instructional support staff. ? Active learning and student involvement in the learning process. ? Placing responsibility for learning ultimately on the learner. ? Data driven so as to remove subjectivity and replace it with a focus on results. ? Aligning planning, instruction, assessment, and support on student performance. ? Focusing instruction on the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS). ? Refining the teacher's understanding on the areas where students are struggling or succeeding. ? Customizing instruction for student achievement. The RtI and Leadership Team will utilize data trends to generate continuous improvement and coordinate strategies to increase student achievement.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports for o Geometry -Baseline Mathematics Assessment o Geometry-Fall Interim Mathematics Assessment o Geometry -Winter Interim Mathematics Assessment o 2014 Geometry EOC

G7. Based on the results of the 2013 FCAT 2.0 Science FCAT, our goal is for the 5th grade students level 3 and above percentage is to increase to 80% from 77%.

G7.B1 According to the results of the 2013 FCAT 2.0 Science Assessment, the area of greatest difficulty for students in Grade 5 scoring at achievement level 3 was Nature of Science due to limited implementation of essential laboratories

G7.B1.S1 o Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic
o Implement all essential laboratories developed by MDCPS
o Incorporate instructional technology resources in the classroom (FCAT Explorer, Discovery Education)

Action Step 1

Promote parental involvement through planned science parent night incorporating hands-on activities.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in minutes of event planning meetings and agenda of events, samples from event

Action Step 2

Utilize district developed Science resources to support NGSSS benchmarks

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans,

Action Step 3

Utilize data driven instruction and differentiated instruction to address students needs (i.e at grade level, intervention and enrichment groups)

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing process workshop on October 25, 2013

Evidence of Completion

evidence in lesson plans, formal and informal observations

Facilitator:

Reading Coach

Participants:

School wide

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

will monitor fidelity by using assessments such as the Grade 5 Baseline Science Assessment, Grade 5 Fall Science Interim Assessment, and the Grade 5 Winter Interim Science Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft generated reports

Plan to Monitor Effectiveness of G7.B1.S1

The assessment of the 2014 FCAT 2.0 Grade 5 Science Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the 2014 FCAT 2.0 Grade 5 Science Assessment

G7.B2 According to the results of the 2013 FCAT 2.0 Science Assessment, the area of greatest difficulty for students in Grade 5 scoring at achievement level 4 was Nature of Science due to limited scientific enrichment opportunities.

G7.B2.S1 Ensure that all students have the opportunity to participate in scientific enrichment activities, science competitions, and science clubs, as well as promote the use of FLORIDA achieves, FCAT explorer, and Gizmo Explore Learning as an instructional technology to enhance the students conceptual understanding of topics being addressed.

Action Step 1

o Ensure that all students have the opportunity to participate in scientific enrichment activities, science competitions, and science clubs. Establish a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Elementary Science Fair, Fairchild Challenge, etc.)

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans

Action Step 2

Promote the use of FLORIDA achieves and FCAT explorer as a instructional technology to enhance the students conceptual understanding of topics being addressed.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

FCAT Achieve data reports, evidence in lesson plans, formal/informal observations

Action Step 3

Promote the use of Gizmos Explore Learning as an instructional tool to enhance the students conceptual understanding of topics being addressed

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations

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

will monitor fidelity by using assessments such as the Grade 5 Baseline Science Assessment, Grade 5 Fall Interim Science Assessment, and the Grade 5 Winter Interim Science Assessment to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft data reports

Plan to Monitor Effectiveness of G7.B2.S1

o 2014 FCAT 2.0 Grade 5 Science Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

results of the 2014 FCAT 2.0 Grade 5 Mathematics Assessment

G8. Based on the results of the 2013 FCAT 2.0 Science FCAT, our goal is for the 8th graders level 3 and above is to increase to 59% from 55%.

G8.B1 According to the results of the 2013 FCAT 2.0 Science Assessment, the area of greatest difficulty for students in Grade 8 for students scoring at an achievement level of 3 was Reporting Category 3 - Physical Science due to less influence on concepts such as energy and motion.

G8.B1.S1 o Concepts in Physical Science and Scientific Thinking need to be reinforced and addressed in depth throughout all clusters as inquiry and hands-on activities in small group setting o Instruction needs to be tailored to reteach Physical Science topics, such as physical and chemical properties of matter o Examine and explore student misconceptions in Physical Science using formative assessment probes, and providing practice through FCAT and benchmark assessments. o Incorporate instructional technology resources into lesson plans (FCAT Explorer, Discovery, BrainPop) that have a focus in areas of greatest difficulty for students.

Action Step 1

Provide opportunities for exposure and practice with higher order thinking questions through FCAT and benchmark assessments, targeting the benchmarks with the lowest percentages on district interim assessments

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

evidence in lesson plans, student work portfolios

Action Step 2

Identify concepts and topics that students have the most difficulty with and emphasize them through a small group setting

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations

Action Step 3

Use instructional technology, such as FCAT Explorer, Discovery, BrainPop, to augment high-order thinking strategies in Physical Science

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

evidence in lesson plans, formal/informal observations

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

will monitor fidelity by using assessments such as the Grade 8 Baseline Science Assessment, Grade 8 Fall Science Interim Assessment, and the Grade 8 Winter Interim Science Assessment to ensure student growth.

Person or Persons Responsible

Teachers and Leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Edusoft generated reports

Plan to Monitor Effectiveness of G8.B1.S1

Administer the 2014 FCAT 2.0 grade 8 science assessment

Person or Persons Responsible

Teachers and leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

results of the 2014 FCAT 2.0 Grade 8 Science Assessment

G8.B2 According to the results of the 2013 FCAT 2.0 Science Assessment, the area of greatest difficulty for students in Grade 8 for students scoring at an achievement level of 4 or above was Reporting Category 3 - Physical Science due to limited inquiry and hands on in depth activities

G8.B2.S1 o Concepts in Physical Science and Scientific Thinking need to be reinforced and addressed in depth throughout all clusters as inquiry and hands-on activities in small group setting o Instruction needs to be tailored to reteach Physical Science topics, such as physical and chemical properties of matter o Examine and explore student misconceptions in Physical Science using formative assessment probes, and providing practice through FCAT and benchmark assessments. o Incorporate instructional technology resources into lesson plans (FCAT Explorer, Discovery) that have a focus in areas of greatest difficulty for students.

Action Step 1

Provide classroom opportunities for students to design and develop science and engineering projects focusing on concepts from Physical Science that will increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use, (i.e., Science Fair, SECME, Fairchild Challenge)

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence in lesson plans, formal/informal observations

Action Step 2

Utilize data driven instruction and differentiated instruction strategies to address students' needs in the Physical Science Reporting Category in enrichment small groups

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence in lesson plans, formal/informal observations

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

will monitor fidelity by using assessments such as the Grade 5 Baseline Science Assessment, Grade 5 Fall Science Interim Assessment, and the Grade 5 Winter Interim Science Assessment to ensure student growth.

Person or Persons Responsible

Teachers and leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Edusoft generated reports

Plan to Monitor Effectiveness of G8.B2.S1

Assessment of the 2014 FCAT 2.0 grade 5 science assessment

Person or Persons Responsible

Teachers and leadership

Target Dates or Schedule

End of the year

Evidence of Completion

results of the 2014 FCAT 2.0 Grade 5 Science Assessment

G9. Our goal is to increase the percentage of STEM related experiences provided for our students from 5 to 10 experiences . Our goal is to increase the percentage of participation in STEM related experiences provided for our students from 50% to 55%.

G9.B1 One barrier was the lack of instructional opportunities to incorporate full inquiry-and project based learning in the classroom.

G9.B1.S1 • Expose students to full inquiry and project-based learning through the use of technology in the areas of math and science, through the implementation of a school-wide science and math fair. The science and math leaders will be in charge of this process and will grade the science and math fairs, and select finalists to present at science and math nights. Also 4th -10th will participate in the STEM Expo, Elementary Science District Fair • Increase the number of STEM related courses, competitions, and Mobile STEM Labs • Increase student participation in STEM related courses and competitions • Increase the number of students passing advanced placement exams • Increase the number of students obtaining industry certifications

Action Step 1

Science and math teachers will expose students to full inquiry and project-based learning through the use of technology in the areas of math and science, through the implementation of a school-wide science and math fair. Incorporate Science STEM initiatives: SECME into instructional block. Science department chair will contact District science STEM department to enroll students in STEM competitions, such as District Science Fair, and participation in Mobile STEM labs/activities

Person or Persons Responsible

Science and math teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans

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

will meet quarterly to plan instructional opportunities to incorporate full inquiry-and project based learning in the classroom.

Person or Persons Responsible

Science and math teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G9.B1.S1

will be in charge of this process and will grade the science and math fairs, and select finalists to present at science and math nights. will meet as a PLC team quarterly to discuss schedules for STEM events and progress on STEM related courses and competitions

Person or Persons Responsible

Science and math leaders

Target Dates or Schedule

quarterly

Evidence of Completion

Lesson Plans

G10. During the 2013 school year 0% of students participated in CTE courses. Our goal for this year is to increase that number to 9%.

G10.B1 A barrier is that students might not be aware of different career choices available to them

G10.B1.S1 Begin a career club.

Action Step 1

will speak to students about the importance of careers monthly. The counselor will also host a career club for students to join and learn about careers.

Person or Persons Responsible

The counselor

Target Dates or Schedule

monthly

Evidence of Completion

sign in sheets

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

log on to FIChoices.org and complete a resume with a cover letter and thank you letter on a monthly basis.

Person or Persons Responsible

Students

Target Dates or Schedule

monthly

Evidence of Completion

Student portfolios

Plan to Monitor Effectiveness of G10.B1.S1

will check and review students' work and progress on the FLChoices Website on a monthly basis. The counselor will also be:

- Using evidence-based practices that build a school's capacity to establish continuous improvement as a way of work.
- Facilitating focused instruction for all students.
- Collaborating among teachers, students, and instructional support staff.
- Active in the learning and student involvement in the learning process.
- Placing responsibility for learning ultimately on the learner.
- Focusing instruction on the Next Generation Sunshine State Standards (NGSSS) and CCSS.
- Refining the teacher's understanding on the areas where students are struggling or succeeding.
- Customizing instruction for student achievement.

Person or Persons Responsible

The counselor

Target Dates or Schedule

monthly

Evidence of Completion

Student portfolios

G11. On the District Baseline assessment 5% of our students scored at proficiency, using 70% as the Level of Proficiency. Our goal for 2014 is to have 25% of our students score in the Middle third or higher on the Civics EOC.

G11.B1 During the 2013 Civics EOC Baseline some barriers were: • Organization and Function of Government

G11.B1.S1 ? Provide students with activities that help them develop an understanding of the content-specific vocabulary taught in civics.

Action Step 1

- Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.
- students will use a Civics EOC vocabulary folder all year to study and familiarize themselves with the material.
- Emphasize problem solving and inquiry-based learning;
- Emphasize an in-depth understanding of democratic principles;
- Provides opportunities for students to write to inform and to persuade; and
- Provides an opportunity for students to participate in a mock Congressional hearing.
- Civics tutoring will available

Person or Persons Responsible

Civics teacher

Target Dates or Schedule

ongoing implementation Department mentor will attend Miami Dade social studies council Annual meeting

Evidence of Completion

evidence in Lesson Plans minutes of discussion in annual meeting

Facilitator:

Department mentor

Participants:

Civics teacher

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

? provide opportunities s for students to write to inform and to persuade and to discuss the values involved in social, political and economic issues. ? Lesson plans are of quality, student input on engagement and whether they understood the lesson will be solicited. ? Will meet with language arts and reading teachers quarterly to create ways to assist 7th grade students with reading and vocabulary skills. ? ICIVICS.org lessons will be incorporated.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G11.B1.S1

?will take the district lesson quizzes and the district 9 weeks sample EOC tests. Make sure learning goals are being made.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

Data reports will be monitored by leadership team

G11.B2 During the 2013 Civics EOC Baseline some barriers were: • The 7th grade proficiency in the area of informational text/research process is low and questions and material was complicated for students to understand due to issues with their reading comprehension.

G11.B2.S1 • Will work with the language arts and reading teachers to assist students with reading comprehension

Action Step 1

- Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.
- students will use a Civics EOC vocabulary folder all year to study and familiarize themselves with the material.
- Emphasize problem solving and inquiry-based learning;
- Provides opportunities for students to write to inform and to persuade; and

Person or Persons Responsible

Civics teacher

Target Dates or Schedule

ongoing implementation Department mentor will attend Miami Dade social studies council Annual meeting

Evidence of Completion

evidence in Lesson Plans minutes of discussion in annual meeting

Facilitator:

Department mentor

Participants:

Civics teacher

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

? provide opportunities s for students to write to inform and to persuade and to discuss the values involved in social, political and economic issues. ? Lesson plans are of quality, student input on engagement and whether they understood the lesson will be solicited. ? Will meet with language arts and reading teachers quarterly to create ways to assist 7th grade students with reading and vocabulary skills. ? ICIVICS.org lessons will be incorporated.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G11.B2.S1

?will take the district lesson quizzes and the district 9 weeks sample EOC tests. Make sure learning goals are being made.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

Data reports will be monitored by leadership team

G11.B3 During the 2013 Civics EOC Baseline some barriers were: • Students did not have background knowledge of government or civics

G11.B3.S1 ? Provide students with activities that help them develop an understanding of the content-specific vocabulary taught in civics. ? Students will have a vocabulary folder to review all year with civics terms and definitions

Action Step 1

- Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.
- students will use a Civics EOC vocabulary folder all year to study and familiarize themselves with the material.
- Emphasize problem solving and inquiry-based learning;
- Emphasize an in-depth understanding of democratic principles;
- Provides opportunities for students to write to inform and to persuade; and
- Provides an opportunity for students to participate in a mock Congressional hearing.
- Civics tutoring will available

Person or Persons Responsible

Civics teacher

Target Dates or Schedule

ongoing implementation Department mentor will attend Miami Dade social studies council Annual meeting

Evidence of Completion

evidence in Lesson Plans minutes of discussion in annual meeting

Facilitator:

Department mentor

Participants:

Civics teacher

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

? provide opportunities s for students to write to inform and to persuade and to discuss the values involved in social, political and economic issues. ? Lesson plans are of quality, student input on engagement and whether they understood the lesson will be solicited. ? Will meet with language arts and reading teachers quarterly to create ways to assist 7th grade students with reading and vocabulary skills. ? ICIVICS.org lessons will be incorporated.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G11.B3.S1

?will take the district lesson quizzes and the district 9 weeks sample EOC tests. Make sure learning goals are being made.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

Data reports will be monitored by leadership team

G12. The goal is to decrease the number of students missing 10% of instructional time and who have been retained and who receive two or more referrals by 1%, and to decrease the number of students who are not proficient in reading by the third grade by 4%.

G12.B1 One barrier is that parents and students may not be aware of the consequences and/or number of accumulated absences and tardies. Parental contact may be the cause of some of these absences and tardies.

G12.B1.S1 A strategy will be to have teachers identify and refer students who may be developing a pattern of non-attendance and tardies to MTSS/RTI team for intervention services. Another strategy is to have a school-wide homeroom attendance competition.

Action Step 1

will send home our parent compact, connect-ed messages, hold Title 1 meetings, and encourage attendance during morning announcements on an ongoing basis.

Person or Persons Responsible

Reading coach and counselor

Target Dates or Schedule

ongoing

Evidence of Completion

sign in sheets and completion of parent compacts.

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

will monitor student attendance and check weekly attendance reports

Person or Persons Responsible

Counselor and grade book manager

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of G12.B1.S1

will evaluate through the use of truancy logs, attendance rosters, tardy logs and weekly attendance checks

Person or Persons Responsible

The counselor and reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance reports

G12.B2 One barrier for retained students is the use of curriculum not aligned to the Common Core Standards.

G12.B2.S1 We plan on buying new curriculum and supplemental material that is fully aligned to Common Core

Action Step 1

will identify students who are reading below grade level. They will also offer differentiated instruction and targeted classroom strategies specific to student needs, during class time and after school tutoring.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Edusoft reports

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

will monitor the reading proficiency of grades K-2

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

ongoing

Evidence of Completion

Edusoft reports from district assessments

Plan to Monitor Effectiveness of G12.B2.S1

will chart their progress on district reading assessments

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

ongoing

Evidence of Completion

This will be evidenced through edusoft reports

G12.B3 One barrier for students not reading proficiently by the third grade is the use of curriculum not aligned to the Common Core Standards.

G12.B3.S1 The school plans on buying new curriculum and supplemental material that is fully aligned to Common Core.

Action Step 1

will identify students who are reading below grade level. They will also offer differentiated instruction and targeted classroom strategies specific to student needs during the intervention block and after school tutoring.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

This will be evidenced through classroom and tutoring lesson plans

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

will monitor the reading proficiency of grades K-2 by having quarterly reading assessments that monitor their growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

ongoing

Evidence of Completion

Edusoft generated student reports

Plan to Monitor Effectiveness of G12.B3.S1

will chart the student's progress on district reading assessments

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

ongoing

Evidence of Completion

Edusoft generated student reports

G12.B4 One barrier for students who received two or more behavior referrals and for students that received one more behavior referral that lead to suspension was that a behavior reward program to reward students with certificates for positive behavior was implemented, but it was not implemented early enough in the year.

G12.B4.S1 The counselor will train all teachers on the Do the Right Thing Program. The counselor will also meet and counsel students who are at risk of being suspended monthly

Action Step 1

train all teachers on the Do the Right Thing Program

Person or Persons Responsible

counselor

Target Dates or Schedule

beginning of school year

Evidence of Completion

Teacher nominations

Plan to Monitor Fidelity of Implementation of G12.B4.S1

will motivate teachers to nominate

Person or Persons Responsible

counselor

Target Dates or Schedule

ongoing

Evidence of Completion

Sending teachers' email reminders

Plan to Monitor Effectiveness of G12.B4.S1

will monitor students who receive behavior referrals

Person or Persons Responsible

counselor

Target Dates or Schedule

ongoing

Evidence of Completion

Suspension reports

G13. The goal is to decrease the number of students who miss 10% of instructional time and students who receive two or more referrals by 1% and to keep the number of students who have failed a Math or Language Arts class at or below 1%.

G13.B1 One barrier is that parents and students may not be aware of the consequences and/or number of accumulated absences and tardies. Parental contact may be the cause of some of these absences and tardies.

G13.B1.S1 A strategy will be to have teachers identify and refer students who may be developing a pattern of non-attendance and tardies to MTSS/RTI team for intervention services. Another strategy is to have a school-wide homeroom attendance competition.

Action Step 1

will send home our parent compact, connect-ed messages, hold Title 1 meetings, and encourage attendance during morning announcements on an ongoing basis.

Person or Persons Responsible

reading coach and counselor

Target Dates or Schedule

ongoing

Evidence of Completion

This will be evidenced through completion of parent compacts and title one sign in sheets.

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

will monitor student attendance and check weekly attendance reports.

Person or Persons Responsible

The counselor and grade book manager

Target Dates or Schedule

ongoing

Evidence of Completion

This will be evidenced through attendance reports.

Plan to Monitor Effectiveness of G13.B1.S1

will evaluate through the use of truancy logs, attendance rosters, tardy logs and weekly attendance checks.

Person or Persons Responsible

counselor

Target Dates or Schedule

ongoing

Evidence of Completion

truancy logs, attendance rosters, tardy logs and weekly attendance reports

G13.B2 One barrier we have for students who have failed reading or math is the use of curriculum not aligned to the Common Core Standards.

G13.B2.S1 We plan on buying new curriculum and supplemental material that is fully aligned to Common Core for the elementary. Upper grade teachers will implement outside resources aligned to Common Core.

Action Step 1

will buy new curriculum and supplemental material that is fully aligned to Common Core for grades in the elementary. Upper grades will incorporate supplemental material aligned to Common Core.

Person or Persons Responsible

the school

Target Dates or Schedule

ongoing

Evidence of Completion

Edusoft reports

Plan to Monitor Fidelity of Implementation of G13.B2.S1

will monitor the reading proficiency of grades 6-8 by having monthly reading assessments that monitor their growth.

Person or Persons Responsible

leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports

Plan to Monitor Effectiveness of G13.B2.S1

will chart this progress and develop differentiated instruction and after school tutoring strategies that will help students become more proficient.

Person or Persons Responsible

leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports

G13.B3 One barrier for students who received two or more behavior referrals and for students that received one more behavior referral that lead to suspension was that a behavior reward program to reward students with certificates for positive behavior was implemented, but it was not implemented early enough in the year.

G13.B3.S1 The counselor will train all teachers on the Do the Right Thing Program. The counselor will also meet and counsel students who are at risk of being suspended monthly

Action Step 1

train all teachers on the Do the Right Thing Program

Person or Persons Responsible

counselor

Target Dates or Schedule

beginning of the school year

Evidence of Completion

teacher nominations

Plan to Monitor Fidelity of Implementation of G13.B3.S1

will motivate teachers to nominate

Person or Persons Responsible

counselor

Target Dates or Schedule

ongoing

Evidence of Completion

Sending teachers' email reminders

Plan to Monitor Effectiveness of G13.B3.S1

will monitor students who receive behavior referrals

Person or Persons Responsible

counselor

Target Dates or Schedule

ongoing

Evidence of Completion

Suspension reports

Coordination and Integration

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

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

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

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

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as thematic cultural lessons for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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

Title VI, Part B - NA

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools. Each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a-community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

YCCS participated and will continue to participate in an anti-bullying intervention program using the Bullying Prevention Manual provided by the county's District-wide program. Students will be provided with a positive environment within the classroom, as well as a conflict resolution program aligned with the information given at the trainings. YCCS will train all faculty and staff to respond immediately to harassment and bullying, and make it expressly clear to both students and parents that students have the right to come to school every day to an environment free from violence and harassment by others.

Nutrition Programs

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

Youth Co-Op Charter School aims to teach, encourage and support healthy eating by students. A wellness

program is adopted which promotes good nutrition. The school is also a part of the National School Lunch Program. The school provides nutrition education and engages in nutrition promotion that emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise). The wellness policy is approved by the Board on a yearly basis. Curriculum is also integrated in the physical education program that teaches good nutrition and healthy lifestyles.

Head Start

Head Start programs are co-located in several Title I schools and/or communities.

Adult Education

N/A

Career and Technical Education

In accordance with the Middle School Reform Act, YCCS provides a course in career awareness and exploration to all middle school students. The school utilizes the ePep (electronic Personal Education Plan), as well as the state's FACTS website (Florida's Academic Counseling and Tracking for Students). Students also participate in Career Day, where several community professionals visit our school and give presentations on their careers which include: the police K-9 unit, and emergency mobile unit, doctors, psychologists, and other community business representatives. By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan on how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school. They also provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

N/A

Other

Parents will be involved in the planning and implementation of the Title I Program at YCCS and extend an open invitation to our school's Parent Resource Center that seeks to infuse effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the educational needs of children. The PIRC seeks to inform parents about available programs, their rights under the No Child Left Behind Act and other referral services. A Community Involvement Specialist will further promote opportunities for parental participation to secure community partnerships. Activities such as Parent and Grandparent Appreciation Days and relationships with community partners like Home Depot and Starbucks help promote parental involvement and support. YCCS will increase parental engagement/involvement by developing (with on-going parental input) the school's Title I School-Parent Compact (for each student) and Title I Parental Involvement Policy (PIP), scheduling the Title I Orientation Meeting and Open House, and working on other documents/activities necessary to comply with Title I dissemination and reporting requirements. The school will conduct informal parent surveys to determine specific needs of parents. It will also schedule workshops (such as Parent Academy Courses) with flexible times to accommodate the parents' schedule as part of the school's goal to empower parents and build their capacity for involvement. It will complete Title I Administration Parental Involvement Quarterly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Quarterly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month a documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any student in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

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. Based on the results of 2013 FCAT 2.0 Reading Assessment, our actual performance was 69%. Our goal is to increase performance to 77%.

G1.B5 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for Grade 3 students scoring level 3 were Reporting Category 2-Reading Application and Reporting Category 3-Literary Analysis Fiction/Nonfiction due to textbook stories not being rigorous enough and not exposing students to higher vocabulary

G1.B5.S1 The following instructional strategies will be utilized to support students scoring level 3 in Grade 3: > Reporting Category 2-Reading Application: o Reciprocal teaching which helps students to determine the meaning of words by using context clues and incorporate concept maps to introduce and reinforce concepts. o Teachers will incorporate texts where the author's perspective is recognizable in the text and the students will focus on what the author thinks and feels. o Teachers will ask higher level questions, such FCAT task cards, and students will answer referring explicitly to the text as a basis for the answers

PD Opportunity 1

will help and monitor students while they read and comprehend vocabulary used in literature and informational text, using context clues. Teachers will use passages from various sources; Wonders Curriculum and the Grade 3 FCAT Item Specifications

Facilitator

Reading Coach

Participants

reading teachers

Target Dates or Schedule

reading coach will meet with staff to review and familiarize the staff with the NGSSS and the CCSS and discuss strategies to implement best reading practices.

Evidence of Completion

observations evidence in lesson plans

G1.B9 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students scoring level 3 in Grade 7 were Reporting Category 1-Vocabulary due to a lack of textbook stories with age appropriate vocabulary.

G1.B9.S1 The following instructional strategies will be utilized support students who score level 3 in the seventh grade:

- o Reporting Category 1: Vocabulary
- o Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- o Teachers will provide practice for students using context clues to distinguish the correct meaning of words that have multiple meanings.
- o Teachers should emphasize placing questions in context by re-reading to review what preceded and what followed the passage, paragraph, or sentence in question

PD Opportunity 1

will provide the students with opportunitis in class and assign home learning to use Reading Plus as a supplemental material to increase word meaning, reading fluency, etc.

Facilitator

Reading Plus state trainer

Participants

teachers reading and language arts grades 3-10

Target Dates or Schedule

ongoing

Evidence of Completion

Reading Plus data reports

G1.B14 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 6 scoring at or above Achievement Level 4 was Reporting Category 3-Literary Analysis Fiction/Nonfiction due to a lack of student exposure to various types of nonfiction text.

G1.B14.S1 The following instructional strategies will be utilized to support students that score at or above Achievement level 4 in sixth grade: Reporting Category 3-Literary Analysis Fiction/Nonfiction. o Teachers will expose students to various types of non-fiction such as Quick Reads, Reading Plus, and Discovery Education to enhance students' ability to produce inquiry based assignments o Teachers will use graphic organizers; concept maps; open compare/contrast; signal or key words (e.g., since, because, after, while, both, however) in the development of a research based project. o Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage.

PD Opportunity 1

will model the skill of close reading to identify relevant details that support comparison and contrast

Facilitator

Springboard trainer

Participants

teachers middle/high reading

Target Dates or Schedule

ongoing

Evidence of Completion

evidence in lesson plans students work porfolios formal/informal observations

G1.B19 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 3 - 5 of the lowest 25% was Reporting Category 2 – Reading Application, Reporting Category 3 – Literary Analysis Fiction/Nonfiction, and Reporting Category 4 – Informational Text/Research Process due to a lack of appropriate resources.

G1.B19.S1 The strategies that will be applied for students are: o Literature from various genres gathered by teacher for students o The use of graphic organizers such as: ? Timelines ? Venn diagrams ? Story maps ? Character charts o The incorporation of class/small group activities such as: ? Text feature analysis ? Informational text structure charts

PD Opportunity 1

the incorporation of student collaborative group work

Facilitator

RTI Trainer

Participants

teachers

Target Dates or Schedule

ongoing implementation in classroom PD State RTI Training October 25, 2013

Evidence of Completion

formal/informal observations student work portfolio evidence in lesson plans

PD Opportunity 2

incorporate nonfiction articles and editorials for classroom instruction utilized by students

Facilitator

PD CPALMS state training

Participants

teachers

Target Dates or Schedule

ongoing implementation PD CPALMS state training August 15, 2013

Evidence of Completion

formal/informal observations student work portfolio evidence in lesson plans

G3. Our goal is to meet the target AMO 2014 for all students at 75% in 2013. Our subgroup target goals are set at Hispanic 74%, ELL 63%, SWD 48%, and ED 73%. All students making learning gains target goal is set at a 72%, with the lowest 25% set at a 76%.

G3.B4 FCAT 2.0 Level 3 Grade 3 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the greatest difficulty for students in Grade 3 Achievement Level 3 was Reporting Category 2: Number: Fractions due to insufficient usage of manipulatives.

G3.B4.S1 The strategies that will be applied for students scoring at Achievement Level 3 in Grade 3 are:
o Teachers will provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives and engaging opportunities for practice.
o Foster the use of meanings of numbers to create opportunities for solving real world problems and the use of models to represent fractions and fraction equivalence
o Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

PD Opportunity 1

Implementation of Common Core Go Math Mathematics curriculum, on level, and online supplemental resources such as Think Central Florida Online Intervention tutorials Reteach and Discovery Education to provide interactive tutorials on fractions and fraction equivalence

Facilitator

Math mentor

Participants

teachers mathematics 3-5

Target Dates or Schedule

ongoing according to pacing guide schedule PD September 26, 2013 discussion of Common Core GO MATH curriculum

Evidence of Completion

evidence on lesson plans formal/informal observations student work portfolios

G3.B16 Learning Gains Grade 3 According to the results of the 2013 FCAT 2.0 Mathematics Assessment, the greatest difficulty for students in Grade 3 making learning gains was Reporting Category 2: Number: Fractions due to insufficient usage of manipulatives.

G3.B16.S1 The strategies that will be applied by teachers for students scoring at Achievement Level 3 in Grade 3 are: o Provide opportunities for students to identify a fraction from an area or set model. o Provide contexts in a small group setting for mathematical exploration and the development of student understanding of fractions o Support mathematical fluency and problem solving skills in the areas of properties of fractions through the use of manipulatives and engaging opportunities for practice.

PD Opportunity 1

o Using Mathematical Practices of the Common Core State Standards Task Cards for higher level questioning to support problem solving proficiency in the areas of fractions, fraction equivalence and comparison

Facilitator

all grade level mentors

Participants

PLC departments (school wide)

Target Dates or Schedule

ongoing PLC department meetings will be held quarterly to focus on planning and implementing the Common Core Standards

Evidence of Completion

evidence in lesson plans

G4. Our goal is to increase the participation in middle school acceleration in high school EOC and industry certifications by 5% from 54% to 59%. Our goal is to increase the performance percent by 1% from 94% to 95%.

G4.B2 According to the results of the 2013 Geometry EOC , the area of greatest difficulty for students scoring at Achievement Level 3 was Reporting Category 3 Trigonometry and Discrete Mathematics due to lack of opportunities for discovery in a small group setting [copy]

G4.B2.S1 Provide opportunities for students to practice the content so they will be able to: • Identify the converse, inverse, or contrapositive of a given statement. • Determine whether two propositions are logically equivalent in mathematical or real-world contexts. • Solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

PD Opportunity 1

o Use Mathematical Practices of the Common Core State Standards to support cooperative learning in small groups for discovery activities and outdoor measurement projects. Students will work on applied problems and projects, such as measuring the height of the school building or a flagpole, using clinometers and the trigonometric functions (real-world applications). o Have students make their own diagrams showing a right triangle with labels showing the trigonometric ratios. Although students like mnemonics such as SOH-CAH-TOA, these are not a substitute for conceptual understanding. Some students may investigate the reciprocals of sine, cosine, and tangent to discover the other three trigonometric functions. o Use technology- Scientific calculator (TI-30x), a graphing calculator (TI-83Plus/TI-nspire), Geometer's Sketchpad (GSP), Dynamic Geometry software tool for exploring and analyzing Mathematics, and Discovery Education videos, that include visual stimulus to develop conceptual understanding. Use CPS clickers as an assessment to refine the teacher's understanding on the areas where students are struggling or succeeding o Students must use Hands-on Patty Paper and Compass/Straightedge Investigations to construct and create proofs with attention to precision.

Facilitator

Clickers Trainer

Participants

teachers

Target Dates or Schedule

ongoing implementation based on pacing guide, and Professional Development CPS Clickers training October 25, 2013

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

G6. Based on the results of the 2013 Geometry EOC, our school's actual performance percent was 95%. Our district target goal is 95% proficiency on the 2014 Geometry EOC.

G6.B2 According to the results of the 2013 Geometry EOC, the area of greatest difficulty for students scoring at Achievement Level 3 was Reporting Category 3 Trigonometry and Discrete Mathematics due to lack of opportunities for discovery in a small group setting

G6.B2.S1 Provide opportunities for students to practice the content so they will be able to: • Identify the converse, inverse, or contrapositive of a given statement. • Determine whether two propositions are logically equivalent in mathematical or real-world contexts. • Solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

PD Opportunity 1

o Use technology- Scientific calculator (TI-30x), a graphing calculator (TI-83Plus/TI-nspire), Geometer's Sketchpad (GSP), Dynamic Geometry software tool for exploring and analyzing Mathematics, and Discovery Education videos, that include visual stimulus to develop conceptual understanding. Use CPS clickers as an assessment to refine the teacher's understanding on the areas where students are struggling or succeeding

Facilitator

Clickers Trainer

Participants

teachers

Target Dates or Schedule

ongoing implementation based on pacing guide, and Professional Development CPS Clickers training October 25, 2013

Evidence of Completion

formal/informal observations, evidence in lesson plans, student work portfolios

G7. Based on the results of the 2013 FCAT 2.0 Science FCAT, our goal is for the 5th grade students level 3 and above percentage is to increase to 80% from 77%.

G7.B1 According to the results of the 2013 FCAT 2.0 Science Assessment, the area of greatest difficulty for students in Grade 5 scoring at achievement level 3 was Nature of Science due to limited implementation of essential laboratories

G7.B1.S1 o Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic
o Implement all essential laboratories developed by MDCPS
o Incorporate instructional technology resources in the classroom (FCAT Explorer, Discovery Education)

PD Opportunity 1

Utilize data driven instruction and differentiated instruction to address students needs (i.e at grade level, intervention and enrichment groups)

Facilitator

Reading Coach

Participants

School wide

Target Dates or Schedule

ongoing process workshop on October 25, 2013

Evidence of Completion

evidence in lesson plans, formal and informal observations

G11. On the District Baseline assessment 5% of our students scored at proficiency, using 70% as the Level of Proficiency. Our goal for 2014 is to have 25% of our students score in the Middle third or higher on the Civics EOC.

G11.B1 During the 2013 Civics EOC Baseline some barriers were: • Organization and Function of Government

G11.B1.S1 ? Provide students with activities that help them develop an understanding of the content-specific vocabulary taught in civics.

PD Opportunity 1

- Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.
- students will use a Civics EOC vocabulary folder all year to study and familiarize themselves with the material.
- Emphasize problem solving and inquiry-based learning;
- Emphasize an in-depth understanding of democratic principles;
- Provides opportunities for students to write to inform and to persuade; and
- Provides an opportunity for students to participate in a mock Congressional hearing.
- Civics tutoring will available

Facilitator

Department mentor

Participants

Civics teacher

Target Dates or Schedule

ongoing implementation Department mentor will attend Miami Dade social studies council Annual meeting

Evidence of Completion

evidence in Lesson Plans minutes of discussion in annual meeting

G11.B2 During the 2013 Civics EOC Baseline some barriers were: • The 7th grade proficiency in the area of informational text/research process is low and questions and material was complicated for students to understand due to issues with their reading comprehension.

G11.B2.S1 • Will work with the language arts and reading teachers to assist students with reading comprehension

PD Opportunity 1

- Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.
- students will use a Civics EOC vocabulary folder all year to study and familiarize themselves with the material.
- Emphasize problem solving and inquiry-based learning;
- Provides opportunities for students to write to inform and to persuade; and

Facilitator

Department mentor

Participants

Civics teacher

Target Dates or Schedule

ongoing implementation Department mentor will attend Miami Dade social studies council Annual meeting

Evidence of Completion

evidence in Lesson Plans minutes of discussion in annual meeting

G11.B3 During the 2013 Civics EOC Baseline some barriers were: • Students did not have background knowledge of government or civics

G11.B3.S1 ? Provide students with activities that help them develop an understanding of the content-specific vocabulary taught in civics. ? Students will have a vocabulary folder to review all year with civics terms and definitions

PD Opportunity 1

- Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.
- students will use a Civics EOC vocabulary folder all year to study and familiarize themselves with the material.
- Emphasize problem solving and inquiry-based learning;
- Emphasize an in-depth understanding of democratic principles;
- Provides opportunities for students to write to inform and to persuade; and
- Provides an opportunity for students to participate in a mock Congressional hearing.
- Civics tutoring will available

Facilitator

Department mentor

Participants

Civics teacher

Target Dates or Schedule

ongoing implementation Department mentor will attend Miami Dade social studies council Annual meeting

Evidence of Completion

evidence in Lesson Plans minutes of discussion in annual meeting

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Based on the results of 2013 FCAT 2.0 Reading Assessment, our actual performance was 69%. Our goal is to increase performance to 77%.	\$5,602
G3.	Our goal is to meet the target AMO 2014 for all students at 75% in 2013. Our subgroup target goals are set at Hispanic 74%, ELL 63%, SWD 48%, and ED 73%. All students making learning gains target goal is set at a 72%, with the lowest 25% set at a 76%.	\$13,843
G4.	Our goal is to increase the participation in middle school acceleration in high school EOC and industry certifications by 5% from 54% to 59%. Our goal is to increase the performance percent by 1% from 94% to 95%.	\$37,041
G6.	Based on the results of the 2013 Geometry EOC, our school's actual performance percent was 95%. Our district target goal is 95% proficiency on the 2014 Geometry EOC.	\$37,041
G11.	On the District Baseline assessment 5% of our students scored at proficiency, using 70% as the Level of Proficiency. Our goal for 2014 is to have 25% of our students score in the Middle third or higher on the Civics EOC.	\$12,303
Total		\$105,830

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Total
SAC	\$393	\$0	\$393
FTE	\$31,355	\$74,082	\$105,437
Total	\$31,748	\$74,082	\$105,830

Budget Details

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

G1. Based on the results of 2013 FCAT 2.0 Reading Assessment, our actual performance was 69%. Our goal is to increase performance to 77%.

G1.B9 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students scoring level 3 in Grade 7 were Reporting Category 1-Vocabulary due to a lack of textbook stories with age appropriate vocabulary.

G1.B9.S1 The following instructional strategies will be utilized support students who score level 3 in the seventh grade:

- o Reporting Category 1: Vocabulary
- o Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- o Teachers will provide practice for students using context clues to distinguish the correct meaning of words that have multiple meanings.
- o Teachers should emphasize placing questions in context by re-reading to review what preceded and what followed the passage, paragraph, or sentence in question

Action Step 2

will provide the students with opportunities in class and assign home learning to use Reading Plus as a supplemental material to increase word meaning, reading fluency, etc.

Resource Type

Evidence-Based Program

Resource

Reading Plus unlimited access subscription

Funding Source

FTE

Amount Needed

\$3,039

G1.B14 According to the results of the 2013 FCAT 2.0 Reading Assessment, the area of greatest difficulty for students in Grade 6 scoring at or above Achievement Level 4 was Reporting Category 3-Literary Analysis Fiction/Nonfiction due to a lack of student exposure to various types of nonfiction text.

G1.B14.S1 The following instructional strategies will be utilized to support students that score at or above Achievement level 4 in sixth grade: Reporting Category 3-Literary Analysis Fiction/Nonfiction. o Teachers will expose students to various types of non-fiction such as Quick Reads, Reading Plus, and Discovery Education to enhance students' ability to produce inquiry based assignments o Teachers will use graphic organizers; concept maps; open compare/contrast; signal or key words (e.g., since, because, after, while, both, however) in the development of a research based project. o Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage.

Action Step 3

will model the skill of close reading to identify relevant details that support comparison and contrast

Resource Type

Evidence-Based Program

Resource

Springboard ELA Level 3, 4 and 5/Teacher edition

Funding Source

FTE

Amount Needed

\$2,170

G1.B21 According to CELLA 2013, the barriers of 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) was that their home language is Spanish and that proper English is not appropriately used with peers.

G1.B21.S1 A2. Modeling: The teacher demonstrates to the learner how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task. ? B1. Brainstorming: Brainstorming is a way to value prior knowledge and prior experience by inviting students to associate concepts with selected topic. All contributions are accepted and recorded. Group members review and discuss the related ideas and determine how to organize and use the information. ? B7. Teacher-Led Groups : Teacher-led groups include whole-class, small group, and individual instruction. In general, communication paths in teacher-led groups are almost exclusively between teacher and student. Teacher-led groups are an effective and efficient way of introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction.

Action Step 1

will align planning, instruction, assessment, and support on student performance.

Resource Type

Evidence-Based Program

Resource

the teacher will be data driven so as to remove subjectivity. CELLA licenses were purchased.

Funding Source

SAC

Amount Needed

\$393

G3. Our goal is to meet the target AMO 2014 for all students at 75% in 2013. Our subgroup target goals are set at Hispanic 74%, ELL 63%, SWD 48%, and ED 73%. All students making learning gains target goal is set at a 72%, with the lowest 25% set at a 76%.

G3.B5 FCAT 2.0 Level 3 Grade 4 According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 4 Achievement Level 3 was Reporting Category 1- Number: Operations and Problems due to lack of vocabulary.

G3.B5.S1 The strategies teachers will apply for students scoring Achievement Level 3 in Grade 4 are: o Provide contexts for mathematical exploration and the development of student understanding of whole number operations through the use of manipulatives and engaging opportunities for practice. o Teachers will use reading strategies to improve vocabulary understanding in mathematical problems o Provide the instructional support in a small group differentiated instruction setting, needed for students to develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use and represent numbers through millions in various contexts; use models to represent division; estimate and describe reasonableness of estimates; determine factors and multiples

Action Step 3

o Implementation of Common Core Go Math Mathematics curriculum, on level, and online supplemental resources such as Think Central Florida Online Intervention tutorials Reteach and Discovery Education that include visual stimulus to develop conceptual understanding of whole number operations and Problems

Resource Type

Evidence-Based Program

Resource

Implementing the common core standards in math instruction

Funding Source

FTE

Amount Needed

\$13,843

G4. Our goal is to increase the participation in middle school acceleration in high school EOC and industry certifications by 5% from 54% to 59%. Our goal is to increase the performance percent by 1% from 94% to 95%.

G4.B2 According to the results of the 2013 Geometry EOC , the area of greatest difficulty for students scoring at Achievement Level 3 was Reporting Category 3 Trigonometry and Discrete Mathematics due to lack of opportunities for discovery in a small group setting [copy]

G4.B2.S1 Provide opportunities for students to practice the content so they will be able to: • Identify the converse, inverse, or contrapositive of a given statement. • Determine whether two propositions are logically equivalent in mathematical or real-world contexts. • Solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Action Step 1

o Use Mathematical Practices of the Common Core State Standards to support cooperative learning in small groups for discovery activities and outdoor measurement projects. Students will work on applied problems and projects, such as measuring the height of the school building or a flagpole, using clinometers and the trigonometric functions (real-world applications). o Have students make their own diagrams showing a right triangle with labels showing the trigonometric ratios. Although students like mnemonics such as SOH-CAH-TOA, these are not a substitute for conceptual understanding. Some students may investigate the reciprocals of sine, cosine, and tangent to discover the other three trigonometric functions. o Use technology- Scientific calculator (TI-30x), a graphing calculator (TI-83Plus/TI-nspire), Geometer's Sketchpad (GSP), Dynamic Geometry software tool for exploring and analyzing Mathematics, and Discovery Education videos, that include visual stimulus to develop conceptual understanding. Use CPS clickers as an assessment to refine the teacher's understanding on the areas where students are struggling or succeeding o Students must use Hands-on Patty Paper and Compass/Straightedge Investigations to construct and create proofs with attention to precision.

Resource Type

Technology

Resource

Wonders Common Core Curriculum

Funding Source

FTE

Amount Needed

\$37,041

G6. Based on the results of the 2013 Geometry EOC, our school's actual performance percent was 95%. Our district target goal is 95% proficiency on the 2014 Geometry EOC.

G6.B2 According to the results of the 2013 Geometry EOC, the area of greatest difficulty for students scoring at Achievement Level 3 was Reporting Category 3 Trigonometry and Discrete Mathematics due to lack of opportunities for discovery in a small group setting

G6.B2.S1 Provide opportunities for students to practice the content so they will be able to: • Identify the converse, inverse, or contrapositive of a given statement. • Determine whether two propositions are logically equivalent in mathematical or real-world contexts. • Solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Action Step 3

o Use technology- Scientific calculator (TI-30x), a graphing calculator (TI-83Plus/TI-nspire), Geometer's Sketchpad (GSP), Dynamic Geometry software tool for exploring and analyzing Mathematics, and Discovery Education videos, that include visual stimulus to develop conceptual understanding. Use CPS clickers as an assessment to refine the teacher's understanding on the areas where students are struggling or succeeding

Resource Type

Technology

Resource

Wonders Common Core Curriculum

Funding Source

FTE

Amount Needed

\$37,041

G11. On the District Baseline assessment 5% of our students scored at proficiency, using 70% as the Level of Proficiency. Our goal for 2014 is to have 25% of our students score in the Middle third or higher on the Civics EOC.

G11.B1 During the 2013 Civics EOC Baseline some barriers were: • Organization and Function of Government

G11.B1.S1 ? Provide students with activities that help them develop an understanding of the content-specific vocabulary taught in civics.

Action Step 1

- Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.
- students will use a Civics EOC vocabulary folder all year to study and familiarize themselves with the material.
- Emphasize problem solving and inquiry-based learning;
- Emphasize an in-depth understanding of democratic principles;
- Provides opportunities for students to write to inform and to persuade; and
- Provides an opportunity for students to participate in a mock Congressional hearing.
- Civics tutoring will available

Resource Type

Evidence-Based Program

Resource

implementing common core standards into instruction of 4th and 5th graders by utilizing the new textbooks

Funding Source

FTE

Amount Needed

\$4,101

G11.B2 During the 2013 Civics EOC Baseline some barriers were: • The 7th grade proficiency in the area of informational text/research process is low and questions and material was complicated for students to understand due to issues with their reading comprehension.

G11.B2.S1 • Will work with the language arts and reading teachers to assist students with reading comprehension

Action Step 1

- Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.
- students will use a Civics EOC vocabulary folder all year to study and familiarize themselves with the material.
- Emphasize problem solving and inquiry-based learning;
- Provides opportunities for students to write to inform and to persuade; and

Resource Type

Evidence-Based Program

Resource

implementing common core standards into instruction of 4th and 5th graders by utilizing the new textbooks

Funding Source

FTE

Amount Needed

\$4,101

G11.B3 During the 2013 Civics EOC Baseline some barriers were: • Students did not have background knowledge of government or civics

G11.B3.S1 ? Provide students with activities that help them develop an understanding of the content-specific vocabulary taught in civics. ? Students will have a vocabulary folder to review all year with civics terms and definitions

Action Step 1

- Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.
- students will use a Civics EOC vocabulary folder all year to study and familiarize themselves with the material.
- Emphasize problem solving and inquiry-based learning;
- Emphasize an in-depth understanding of democratic principles;
- Provides opportunities for students to write to inform and to persuade; and
- Provides an opportunity for students to participate in a mock Congressional hearing.
- Civics tutoring will available

Resource Type

Evidence-Based Program

Resource

implementing common core standards into instruction of 4th and 5th graders by utilizing the new textbooks

Funding Source

FTE

Amount Needed

\$4,101