2013-2014 SCHOOL IMPROVEMENT PLAN

Leewood K 8 Center

10343 SW 124TH ST
Miami, FL 33176
305-233-7430
http://leewood.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	No	27%

Alternative/ESE Center	Charter School	Minority Rate
No	No	78%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	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.

Table of Contents

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
Leewood K 8 Center

Principal
Bart Christie D

School Advisory Council chair
Karen B. Terilli

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

Name	Title
Bart D. Christie	Principal
Carla D. Rivas	Assistant Principal
Kristina Saliers	Fifth Grade Teacher
Denise Margolesky	Middle School Teacher
Staci Vreones	Fourth Grade Teacher
Melissa Rebecchini	Middle School Teacher
Lloyd Cohen	Fifth Grade Teacher
Karen Terilli	Media Specialist
Deanne Boyd	Middle School Teacher
Beth Warman	ESE Teacher
Mercy Salazar	Middle School Teacher
Irene Marinelli	Third Grade Teacher
Mark Meador	Third Grade Teacher
Liana Morgado	Fourth Grade Teacher
Daryl Zimmerman	First Grade Teacher
Wendy Fields	UTD Steward/ESE Teacher

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Our EESAC includes the following members: principal -1, UTD steward – 1, teachers – 5, parents – 5, educational support - 1, student – 1, business community representatives – 3, alternate principal – 1, alternate teacher – 1, alternate parent – 1, alternate educational support – 1, alternate student – 1.

Involvement of the SAC in the development of the SIP

The EESAC members were given an opportunity to make suggestions for changes to our current School Improvement Plan at the end of the previous school year. Their suggestions were incorporated as appropriate into this year's plan. The EESAC will review the final plan and approve.

Activities of the SAC for the upcoming school year

The EESAC is responsible for monitoring the School Improvement Plan through ongoing data analysis, disbursing the SAC and A+ Recognition funds, and discussing and evaluating the school's policies and procedures

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

EESAC funds will be used to purchase BrainPop school-wide, with the remainder to be used to provide professional development for teachers on the Common Core State Standards and substitute coverage as needed.

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:

Bart Christie D		
Principal	Years as Administrator: 22	Years at Current School: 9

Credentials	Bachelors Degree/ Elementary Education Masters Degree/ Educational Leadership
Performance Record	2013 – School Grade A Rdg. Proficiency, 81% Math Proficiency, 78% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 72 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 62 points Rdg. AMO – 87 Math AMO– 83 2012 – School Grade A Rdg. Proficiency, 78% Math Proficiency, 79% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 78 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 65 points Rdg. AMO – 85 Math AMO– 81 '11 '10 '09 School Grades A A A High Standards – Rdg 91 91 90 High Standards – Math 87 88 89 Lng Gains-Rdg 70 79 73 Lng Gains-Math 69 68 71 Gains-R-25 71 76 67 Gains-M-25 68 74 55

Carla D. Rivas		
Asst Principal	Years as Administrator: 14	Years at Current School: 8

Credentials	Bachelors Degree/ Psychology Masters Degree/ Elementary Education
Performance Record	2013 – School Grade A Rdg. Proficiency, 81% Math Proficiency, 78% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 72 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 62 points Rdg. AMO – 87 Math AMO– 83 2012 – School Grade A Rdg. Proficiency, 78% Math Proficiency, 79% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 78 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 65 points Rdg. AMO – 85 Math AMO– 81 '11 '10 '09 School Grades A A A High Standards – Rdg 91 91 90 High Standards – Math 87 88 89 Lng Gains-Rdg 70 79 73 Lng Gains-Math 69 68 71 Gains-R-25 71 76 67 Gains-M-25 68 74 55

Classroom Teachers

# of classroom teachers
41

 # receiving effective rating or higher
41, 100%

 # Highly Qualified Teachers
90%

 # certified in-field
40, 98%

 # ESOL endorsed
33, 80%

 # reading endorsed
3, 7%

 # with advanced degrees
22, 54%

 # National Board Certified
4, 10%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
3, 7%

 # with 6-14 years of experience
25, 61%

 # with 15 or more years of experience
27, 66%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
0, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
11

 # receiving effective rating or higher
11, 100%

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

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

Regular meetings of new teachers with principal.
Partnering new teachers with veteran staff.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
• Holding regular team meetings where problem solving is the sole focus.
• Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
• Determining how we will know if students have made expected levels of progress towards proficiency.
• Responding when grades, subject areas, classes, or individual students have not shown a positive response by implementing the MTSS problem solving process and monitoring progress of instruction.
• 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.
• Ensuring 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 MTSS Leadership Team will
• 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 for SST Tier 3 intervention

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

Tier 1 (Leadership Team)
Administrators, Bart Christie and Carla Rivas, will schedule and facilitate regular MTSS meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.
In addition to the school administrators the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving: Kristina Saliers, Fifth Grade Teacher; Denise Margolesky, Middle School Teacher; Staci Vreones, Fourth Grade Teacher; Melissa Rebecchini, Middle School Teacher; Lloyd Cohen, Fifth Grade Teacher; Karen Terilli, Media Specialist; Deanne Boyd, Middle School Teacher; Beth Warman, ESE Teacher; Mercy Salazar, Middle School Teacher; Irene Marinelli, Third Grade Teacher; Mark Meador, Third Grade Teacher; Liana Morgado, Fourth Grade Teacher; Daryl Zimmerman, First Grade Teacher; Wendy Fields, UTD Steward/ESE Teacher.
In addition to Tier 1 problem solving, the Leadership Team members will meet at least monthly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Selected members of the MTSS Leadership Team, which include the Psychologist, LEA, Social Worker and Grade Level Teacher will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Leadership Team will utilize the Tier 1 and Tier 2 worksheets to identify and target all academic and behavioral goals listed on our SIP plan and will be used to monitor the fidelity of our MTSS

implementation. Data will be reviewed each time the Leadership Team meets and will be used to inform the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data such as Interim assessments, FAIR assessments, state/local math and Science assessments, FCAT results, Edusoft scores and CELLA results will be utilized to analyze student progress in reading, math, and science and adjust the delivery of curriculum and instruction to meet the specific needs of students. Monthly school-based writing prompts will be utilized to monitor student writing performance. The assistant principal will monitor the Functional Assessment of Behavior and Behavior Intervention Plans. Additionally, the assistant principal will monitor the referral process, as well as the increasing suspension rate and the school counselor will provide counseling and positive behavior interventions. We will utilize positive behavior systems as a school wide initiative.

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

Administration will be diligent in providing support for staff to understand and implement the basic RtI principles and procedures; and will utilize the ongoing support provided through our feeder pattern.

Literacy Leadership Team (LLT)

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

Name	Title
Bart Christie	Principal
Carla Rivas	Assistant Principal
Kristina Saliers	Fifth Grade Teacher
Denise Margolesky	Middle School Teacher
Staci Vreones	Fourth Grade Teacher
Melissa Rebecchini	Middle School Teacher
Lloyd Cohen,	Fifth Grade Teacher
Karen Terilli	Media Specialist
Deanne Boyd	Middle School Teacher
Beth Warman	ESE Teacher
Mercy Salazar	Middle School Teacher
Irene Marinelli	Third Grade Teacher
Mark Meador	Third Grade Teacher
Liana Morgado	Fourth Grade Teacher
Daryl Zimmerman	First Grade Teacher
Wendy Fields	UTD Steward/ESE Teacher

How the school-based LLT functions

The LLT will monitor and assist teachers with strategies to incorporate trade books into the reading program and throughout additional subject areas. The LLT will provide grade levels with innovative activities and appropriate resources to enhance the school's literacy culture.

Major initiatives of the LLT

Our newly adopted Core Reading Program, McGraw-Hill Reading Wonders, provides the basis for instruction and connects meaningfully to supplemental materials. The core reading program correlates to all Reading and Language Arts Next Generation Sunshine State Standards and Common Core Standards and addresses the six areas of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. Our Supplemental Intervention Reading Program is used flexibly as part of our individualized differentiated instruction. Our Comprehensive Intervention Reading Program, Wonder Works, is used to provide practice in phonemic awareness, phonics, fluency, vocabulary and comprehension. In addition to implementing the CRRP, our LLT will focus on increasing the use of novel studies to at least two per grading period in every grade level in an effort to increase students' fluency, vocabulary and comprehension skills.

Every Teacher Contributes to Reading Instruction

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

Teachers have received, and will continue to receive, training in Common Core State Standards and are implementing the rigorous requirements of these standards to guide our students to becoming effective readers who are prepared for careers and college. During homeroom, students will participate daily in sustained silent reading. Weekly vocabulary words for cross-curricular areas will be introduced and displayed in the hallways to encourage student use in all classes. Thematic units will be utilized during all core classes to increase curriculum concepts and student participation across all subject areas. Teachers will be encouraged to organize student teams within their classrooms to heighten discussion and comprehension of classroom texts.

Preschool Transition

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

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

Administration schedules a Kindergarten readiness workshop for all incoming parents, inviting local Day Cares and Preschool students living in the area. Our local pre-kindergarten students have a Kindergarten Day to ease transition from Pre-K to Kindergarten.

Expected Improvements

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	85%	81%	No	87%
American Indian				
Asian	93%		No	94%
Black/African American	68%	52%	No	71%
Hispanic	84%	83%	No	86%
White	92%	90%	No	93%
English language learners	58%	64%	Yes	63%
Students with disabilities	52%	36%	No	57%
Economically disadvantaged	73%	62%	No	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	129	26%	30%
Students scoring at or above Achievement Level 4	273	55%	57%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	*[data excluded for privacy reasons]*		76%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	13	87%	88%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	79%	81%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		58%

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	127	79%	81%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	81%	78%	No	83%
American Indian				
Asian	100%		No	100%
Black/African American	52%	41%	No	57%
Hispanic	81%	82%	Yes	83%
White	88%	87%	No	89%
English language learners	67%	79%	Yes	70%
Students with disabilities	49%	44%	No	54%
Economically disadvantaged	68%	55%	No	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	27%	31%
Students scoring at or above Achievement Level 4	228	50%	52%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		62%	66%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		84%	86%
Middle school performance on high school EOC and industry certifications		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		11%
Students scoring at or above Achievement Level 4	32	89%	89%

Geometry End-of-Course (EOC) Assessment

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

Area 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	21	24%	26%
Students scoring at or above Achievement Level 4	39	45%	46%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	35%	36%
Students scoring at or above Achievement Level 4	24	47%	48%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		10
Participation in STEM-related experiences provided for students	144	100%	100%

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	11	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	10	2%	1%
Students who are not proficient in reading by third grade	14	14%	13%
Students who receive two or more behavior referrals	35	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	11	1%	1%
Students who fail a mathematics course	1	1%	1%
Students who fail an English Language Arts course	4	2%	1%
Students who fail two or more courses in any subject	1	1%	1%
Students who receive two or more behavior referrals	35	4%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 81% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 87% on the 2013-2014 FCAT 2.0.

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 79% of our students scored at achievement Level 3.5 and above. Our goal is to increase that percentage to 81% on the 2013-2014 FCAT Writing Test.

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 78% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 83% on the 2013-2014 FCAT 2.0.

G4. Our goal is to increase 7th grade student achievement in Ratios/Proportional Relationships from 56% to 58% to assist in increasing participation in middle school acceleration Algebra 1.

G5. The results of the 2012-2013 Algebra EOC indicate that 11% of our students scored at achievement Level 3 and 89% at Level 4 and above. Our goal is to maintain that percentage for Level 3 and above on the 2014 administration of the Algebra EOC.

G6. The results of the 2012-2013 FCAT 2.0 Science Test indicate that 69% of our fifth grade students scored at achievement Level 3 and above. Our goal is to increase that percentage to 72% in 2014.

G7. The results of the 2012-2013 FCAT 2.0 Science Test indicate 82% of our eighth grade students scored at achievement Level 3 and above. Our goal is to increase that percentage to 84% in 2014.

G8. Increase opportunities for students to participate in STEM related learning experiences through our participation in our Computer Science, Robotics and Wind Energy classes.

G9. Encourage students to enroll in one or more CTE courses.

G10. Based on the results of the 2013 Civics EOC Baseline Assessment, data indicates that 1% of our students are proficient. Our goal is to increase proficiency to 50% on the 2013-2014 administration of the Civics EOC.

G11. Our goal during the 2013-2014 school year is to maintain the number of students with excessive absences at 1%.We will decrease the number of behavioral referrals from 4% to 3%. We will maintain the number of referrals leading to suspensions at 0%.

G12. Increase number of parents participating in our FCAT 2.0 and SAT Information Sessions by 50%, from 64 to 96.

Goals Detail

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 81% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 87% on the 2013-2014 FCAT 2.0.

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

Resources Available to Support the Goal
- New Core Reading Series

- Accelerated Reader

- Time for Kids

- National Geographic Explorer

- Wordly Wise

- Storyworks

- FCAT Testmaker

Targeted Barriers to Achieving the Goal
- The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 52% of Black students scored at achievement Level 3 and above. Data indicates that Black students had difficulty in Reporting Category 3, Literary Analysis/Fiction/Nonfiction. Students demonstrate difficulty understanding the text features of nonfiction and how it affects meaning (LA.3-5.2.2.1).

- The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 26% (129) of students scored at achievement Level 3. Students' performance data from the 2013 FCAT indicates that for students scoring at Achievement Level 3 there is a deficiency in Reporting Category 1 [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in understanding the meaning of words with multiple meanings in context (LA.3-5.1.6.9).

- The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 55% (273) of students scored at achievement Level 4-5. Students' performance data from the 2013 FCAT indicates that for students scoring at Achievement Level 4-5 there is a deficiency in Reporting Category 3 [LA.3-5.2.1.7] Literary Analysis/Fiction/Nonfiction; identify and explain the use of descriptive, idiomatic, and figurative language. Students experienced difficulty in understanding the author's use of descriptive language that defines mood and provides imagery.

- The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 73% of students made learning gains. Students' performance data from the 2013 FCAT indicates that for students making learning gains there is a deficiency in in reporting Category 1 (LA.3-5.1.6.6), Vocabulary. Students demonstrated difficulty with questions that asked them shades of meaning and identifying the author's purpose for using figurative language.

- The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 69% of students in the lowest 25% made learning gains. Students' performance data from the 2013 FCAT indicates that for students in the lowest 25% there is a deficiency in in reporting Reporting Category 2, (LA 3-5.1.7.5) Reading Application. Students demonstrate difficulty in understanding the text structure of particular passages and how it affects meaning.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative data: Interim Assessments Summative data: 2014 FCAT 2.0

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 79% of our students scored at achievement Level 3.5 and above. Our goal is to increase that percentage to 81% on the 2013-2014 FCAT Writing Test.

Targets Supported
- Writing

Resources Available to Support the Goal
- New Core Curriculum Writing Standards

Targeted Barriers to Achieving the Goal
- The results of the 2012-2013 FCAT Writes 2.0 indicate that 77% of our fourth grade students scored at achievement Level 3.5 and above. Students' performance data from the 2013 FCAT Writes 2.0 indicates that students lack the ability to elaborate and support their ideas while using appropriate writing conventions.
- The results of the 2012-2013 FCAT Writes 2.0 indicate that 83% of our eighth grade students scored at achievement Level 3.5 and above. Students' performance data from the 2013 FCAT Writes 2.0 indicates that students lack the ability to write persuasive text that supports arguments for the validity of their proposed ideas with detailed evidence.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from classroom assessments and FCAT Writes 2.0

Person or Persons Responsible

MTSS/RtI Team LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: classroom assessments Summative: FCAT Writes 2.0

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 78% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 83% on the 2013-2014 FCAT 2.0.

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

- GO Math Assessment workbooks

- Crossroads FCAT Testmaker

- Khan Academy

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 87% of our White students, 41% of our Black students, and 55% of our ED students scored at achievement Level 3 or above. Data indicates that White, Black and ED students have difficulty understanding the relationship between multiplication and related division facts (inverse operations).

- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 44% of our SWD students scored at achievement Level 3 or above. Data indicates that SWD students have difficulty developing an understanding of and fluency with fractions.

- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 27% (122) of our students scored at achievement Level 3. Data indicates that students experienced difficulty in Reporting Category, Geometry and Measurement. Students are having difficulty composing, decomposing and transforming polygons to build other polygons.

- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 50% (228) of our students scored at achievement Level 4 or above. Data indicates that students who scored at or above Level 4 experienced difficulty in Reporting Category, Geometry and Measurement. Students demonstrate difficulty with comparing and converting units of measure.

- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 72% of our students made learning gains. Data indicates that students who made learning gains experienced difficulty in Reporting Category, Geometry and Measurement. Students are having difficulty calculating perimeter of figures composed of composite rectangles when the length of each side is given or can be calculated.

- The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 62% of our students in the lowest 25% made learning gains. Data indicates students in the lowest 25% making learning gains experienced difficulty in Reporting Category, Geometry and Measurement. Students are having difficulty in solving problems relating to area, surface area and volume.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from classroom assessments, FCAT 2.0 and Algebra EOC

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: classroom assessments Summative: FCAT 2.0 Algebra EOC

G4. Our goal is to increase 7th grade student achievement in Ratios/Proportional Relationships from 56% to 58% to assist in increasing participation in middle school acceleration Algebra 1.

Targets Supported

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- Data indicates a weakness for students in the reporting category of ratios/proportional relationships.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from classroom assessments and FCAT 2.0

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: classroom assessments Summative: FCAT 2.0

G5. The results of the 2012-2013 Algebra EOC indicate that 11% of our students scored at achievement Level 3 and 89% at Level 4 and above. Our goal is to maintain that percentage for Level 3 and above on the 2014 administration of the Algebra EOC.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Data indicates a weakness in the reporting category polynomials. Students scoring at achievement Level 3 demonstrate difficulties in the areas of adding, subtracting, multiplying and factoring polynomials as well as multiplying special cases.

- Data indicates a weakness in the reporting category polynomials. Students scoring at or above achievement Level 4 demonstrate difficulties in the areas of adding, subtracting, multiplying and factoring polynomials as well as multiplying special cases.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from classroom assessments and 2014 Algebra EOC

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: classroom assessments Summative: 2014 Algebra EOC

G6. The results of the 2012-2013 FCAT 2.0 Science Test indicate that 69% of our fifth grade students scored at achievement Level 3 and above. Our goal is to increase that percentage to 72% in 2014.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Gizmos

Targeted Barriers to Achieving the Goal
- The results of the 2012-2013 FCAT 2.0 Science Test indicate that 24% (21) of students in fifth grade scored at achievement Level 3. Data indicates that students in grade five who scored at achievement Level 3 demonstrated a weakness in the reporting category of Nature of Science. Students demonstrated difficulty with identifying a control group and defending conclusions.

- The results of the 2012-2013 FCAT 2.0 Science Test indicate that 45% (39) of students in fifth grade scored at achievement Level 4 and above. Data indicates that students in grade five who scored at or above achievement Level 4 demonstrated a weakness in the reporting category of Nature of Science. Students demonstrate difficulty understanding scientific questions about natural phenomena.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from classroom assessments and FCAT 2.0

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: classroom assessments Summative: FCAT 2.0

G7. The results of the 2012-2013 FCAT 2.0 Science Test indicate 82% of our eighth grade students scored at achievement Level 3 and above. Our goal is to increase that percentage to 84% in 2014.

Targets Supported
- Science
- Science - Middle School

Resources Available to Support the Goal
- Gizmos

Targeted Barriers to Achieving the Goal
- The results of the 2012-2013 FCAT 2.0 Science Test indicate that 35% (18) of students in eighth grade scored at achievement Level 3. Data indicates that students in grade eight who scored at achievement Level 3 demonstrated a weakness in the reporting category of Nature of Science. Students demonstrated difficulty with the development of logical arguments to describe scientific phenomena; the design of experiments; the applications of concepts to laboratory procedures; connection of scientific laws to observations during experiments; data interpretation; generation of data from lab observations; formulation of hypotheses and recognition of variables during experiments.
- The results of the 2012-2013 FCAT 2.0 Science Test indicate that 47% (24) of students in eighth grade scored at achievement Level 4 and above. Data indicates that students in grade eight who scored at or above achievement Level 4 demonstrated a weakness in the reporting category of Life Science. Students demonstrate difficulty in identifying the functions of the human body systems, and classifying organisms.

Plan to Monitor Progress Toward the Goal

Review student work folders to provide evidence of mastery. Student lab reports will be monitored as well.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
2014 FCAT 2.0

G8. Increase opportunities for students to participate in STEM related learning experiences through our participation in our Computer Science, Robotics and Wind Energy classes.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- Students have had limited exposure to science, math and engineering projects that utilize technology and increase scientific thinking to develop and implement inquiry- based activities.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from classroom assessments and class projects

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Yearly

Evidence of Completion:
STEM competition

G9. Encourage students to enroll in one or more CTE courses.

Targets Supported
- CTE

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Increase students awareness of high school curriculums and activities to promote a seamless transition for students attending nearby high schools.

Plan to Monitor Progress Toward the Goal

Monitor the articulation process with local high schools.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Yearly

Evidence of Completion:
Attendance logs at Magnet and Curriculum Fairs will be used to assess participation.

G10. Based on the results of the 2013 Civics EOC Baseline Assessment, data indicates that 1% of our students are proficient. Our goal is to increase proficiency to 50% on the 2013-2014 administration of the Civics EOC.

Targets Supported
- Social Studies
- Civics EOC

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- Students demonstrate difficulty in the Reporting Category of Organization and Function of Government.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from classroom assessments and Civics EOC

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: classroom assessments Summative: Civics EOC

G11. Our goal during the 2013-2014 school year is to maintain the number of students with excessive absences at 1%.We will decrease the number of behavioral referrals from 4% to 3%. We will maintain the number of referrals leading to suspensions at 0%.

Targets Supported
- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- We understand that student academic development is correlated to student attendance.
- We understand that student academic development is also correlated to the number of students who receive two or more behavioral referrals, and those students who receive one or more behavioral referrals that lead to suspension.
- We understand that student academic development is correlated to the number of students who fail in core curriculum courses.
- We understand that student retention can negatively impact the students' academic progress.

Plan to Monitor Progress Toward the Goal

Monitor attendance, referrals and suspensions.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Attendance, Referral and Suspension Reports

G12. Increase number of parents participating in our FCAT 2.0 and SAT Information Sessions by 50%, from 64 to 96.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Bilingual fliers
- ConnectEd

Targeted Barriers to Achieving the Goal
- Parents have limited knowledge and understanding of the FCAT 2.0 benchmarks and the CCSS. These limits are the result of language barriers and the inability to attend meetings due to transportation issues.

Plan to Monitor Progress Toward the Goal

Review sign- in sheets and attendance logs for FCAT 2.0 and SAT Information sessions

Person or Persons Responsible
Administration

Target Dates or Schedule:
Yearly

Evidence of Completion:
Review sign- in sheets and attendance logs for FCAT 2.0 and SAT Information sessions

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 81% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 87% on the 2013-2014 FCAT 2.0.

G1.B1 The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 52% of Black students scored at achievement Level 3 and above. Data indicates that Black students had difficulty in Reporting Category 3, Literary Analysis/Fiction/Nonfiction. Students demonstrate difficulty understanding the text features of nonfiction and how it affects meaning (LA.3-5.2.2.1).

G1.B1.S1 Provide opportunities for students to experience a variety of texts of varying difficulties.

Action Step 1

Teach students to effectively use text features such as readings, charts, graphs and diagrams.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Site work and site generated assessments

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

Utilizing the FCIM, review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Ongoing classroom assessments focusing on students' understanding of text features. Ongoing monitoring of Successmaker reports. Interim Assessments, FCAT Test Maker Benchmark Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM,review students' monthly assessment reports to monitor progress and to adjust instruction as needed.

Person or Persons Responsible

LLT MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

2014 FCAT 2.0

G1.B2 The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 26% (129) of students scored at achievement Level 3. Students' performance data from the 2013 FCAT indicates that for students scoring at Achievement Level 3 there is a deficiency in Reporting Category 1 [LA.3-5.1.6.9] Multiple Meanings in Context, Vocabulary [NGSSS]. Students experienced difficulty in understanding the meaning of words with multiple meanings in context (LA.3-5.1.6.9).

G1.B2.S1 Provide opportunities for students to experience words with multiple meanings in a variety of contexts.

Action Step 1

Use a variety of strategies to enhance vocabulary acquisition such as: context clue charts, concept definition maps, multiple meaning charts, and using the define-explain example method of vocabulary acquisition.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Utilizing The FCIM,schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the areas of Multiple Meanings in Context and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Ongoing classroom assessments, District Interim Assessment, FCAT Test Maker Benchmark Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing The FCIM, schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the areas of Multiple Meanings in Context and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0

G1.B3 The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 55% (273) of students scored at achievement Level 4-5. Students' performance data from the 2013 FCAT indicates that for students scoring at Achievement Level 4-5 there is a deficiency in Reporting Category 3 [LA.3-5.2.1.7] Literary Analysis/ Fiction/Nonfiction; identify and explain the use of descriptive, idiomatic, and figurative language. Students experienced difficulty in understanding the author's use of descriptive language that defines mood and provides imagery.

G1.B3.S1 Provide opportunities for students to experience a variety of texts which use many different types of descriptive language.

Action Step 1

Use poetry to practice identifying descriptive language that provides mood and imagery.

Person or Persons Responsible

Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

Action Step 2

Assist students to note how authors use figurative language such as similes, metaphors and personification.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Utilizing the FCIM ,schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the areas Literary Analysis/Fiction/Nonfiction and to adjust instruction as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Ongoing classroom assessments, District Interim Assessment, FCAT Test Maker Benchmark Assessments.

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM,schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the areas Literary Analysis/Fiction/Nonfiction and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Ongoing classroom assessments, District Interim Assessment, FCAT Test Maker Benchmark Assessments.

G1.B4 The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 73% of students made learning gains. Students' performance data from the 2013 FCAT indicates that for students making learning gains there is a deficiency in in reporting Category 1 (LA.3-5.1.6.6), Vocabulary. Students demonstrated difficulty with questions that asked them shades of meaning and identifying the author's purpose for using figurative language.

G1.B4.S1 Provide opportunities for students to experience a variety of figurative language and why authors use it.

Action Step 1

Use Close reading strategies to identify how and why authors use figurative language.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

Facilitator:

Administration

Participants:

Teachers

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

Utilizing the FCIM, schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Vocabulary and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Ongoing classroom assessments, District Interim Assessment, FCAT Test Maker Benchmark Assessments.

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Vocabulary and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0

G1.B5 The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 69% of students in the lowest 25% made learning gains. Students' performance data from the 2013 FCAT indicates that for students in the lowest 25% there is a deficiency in in reporting Reporting Category 2, (LA 3-5.1.7.5) Reading Application. Students demonstrate difficulty in understanding the text structure of particular passages and how it affects meaning.

G1.B5.S1 Provide opportunities for students to experience a variety of text structures to understand meaning.

Action Step 1

Use Close reading strategies and graphic organizers to help students visually see text organization patterns and how they affect meaning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

Facilitator:

Administration

Participants:

Teachers

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

Utilizing the FCIM,schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Reading Application and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Ongoing classroom assessments, District Interim Assessment, FCAT Test Maker Benchmark Assessments.

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Reading Application and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0

G2. The results of the 2012-2013 FCAT 2.0 Writing Test indicate that 79% of our students scored at achievement Level 3.5 and above. Our goal is to increase that percentage to 81% on the 2013-2014 FCAT Writing Test.

G2.B1 The results of the 2012-2013 FCAT Writes 2.0 indicate that 77% of our fourth grade students scored at achievement Level 3.5 and above. Students' performance data from the 2013 FCAT Writes 2.0 indicates that students lack the ability to elaborate and support their ideas while using appropriate writing conventions.

G2.B1.S1 Provide opportunities for students to practice elaborating and supporting their ideas using appropriate writing conventions.

Action Step 1

Emphasize FCAT Writing 2.0 strategies while introducing the utilization of text-supported writing to identify the author's purpose and to justify arguments through text evidence.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Utilizing the FCIM, periodically review student writing folders to locate evidence of students' ability to elaborate and use correct writing conventions.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Ongoing classroom observations and classroom writing samples.

Plan to Monitor Effectiveness of G2.B1.S1

Utilizing the FCIM,review student writing folders to locate evidence of students' ability to elaborate and use correct writing conventions.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative Assessment: 2014 FCAT Writes 2.0

G2.B2 The results of the 2012-2013 FCAT Writes 2.0 indicate that 83% of our eighth grade students scored at achievement Level 3.5 and above. Students' performance data from the 2013 FCAT Writes 2.0 indicates that students lack the ability to write persuasive text that supports arguments for the validity of their proposed ideas with detailed evidence.

G2.B2.S1 Provide opportunities for students to write persuasive texts that support arguments for the validity of their proposed ideas with detailed evidence.

Action Step 1

Instruct students in how to support claims with logical reasoning and relevant, accurate data and evidence that demonstrates an understanding of the topic or text using credible sources.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Utilizing the FCIM, periodically review student writing folders to locate evidence of students' ability to support arguments with detailed evidence.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Ongoing classroom observations and classroom writing samples.

Plan to Monitor Effectiveness of G2.B2.S1

Utilizing the FCIM, periodically review student writing folders to locate evidence of students' ability to support arguments with detailed evidence.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative Assessment: 2014 FCAT Writes 2.0

G3. The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 78% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 83% on the 2013-2014 FCAT 2.0.

G3.B1 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 87% of our White students, 41% of our Black students, and 55% of our ED students scored at achievement Level 3 or above. Data indicates that White, Black and ED students have difficulty understanding the relationship between multiplication and related division facts (inverse operations).

G3.B1.S1 Provide opportunities for students to be exposed to and practice inverse operations.

Action Step 1

Provide opportunities for students to explore and develop understanding of multiplication and division through the use of base ten blocks and alternate strategies such as repeated addition and repeated subtraction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Review data from benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Ongoing classroom assessments, District Interim Assessment, FCAT Test Maker Benchmark Assessments.

Plan to Monitor Effectiveness of G3.B1.S1

Will review data from benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative Assessment: 2014 FCAT 2.0

G3.B2 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 44% of our SWD students scored at achievement Level 3 or above. Data indicates that SWD students have difficulty developing an understanding of and fluency with fractions.

G3.B2.S1 Provide opportunities for students to apply concepts dealing with fractions.

Action Step 1

Provide opportunities for students to develop skills in manipulating fractions using fraction tiles and Gizmos

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Review data from benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Ongoing classroom assessments, District Interim Assessment, FCAT Test Maker Benchmark Assessments.

Plan to Monitor Effectiveness of G3.B2.S1

review data from benchmark assessments at each grade level to determine that progress is being made and to help teachers adjust instruction as needed. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0

G3.B3 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 27% (122) of our students scored at achievement Level 3. Data indicates that students experienced difficulty in Reporting Category, Geometry and Measurement. Students are having difficulty composing, decomposing and transforming polygons to build other polygons.

G3.B3.S1 Provide opportunities for students to compose, decompose and transform polygons.

Action Step 1

Provide opportunities for students to compose, decompose, and transform polygons to analyze, create and identify other polygons.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Analyze data from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

MTSS/RtI Leadership Team .

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Ongoing classroom assessments, District Interim Assessment, FCAT Test Maker Benchmark Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Analyze data from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0

G3.B4 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 50% (228) of our students scored at achievement Level 4 or above. Data indicates that students who scored at or above Level 4 experienced difficulty in Reporting Category, Geometry and Measurement. Students demonstrate difficulty with comparing and converting units of measure.

G3.B4.S1 Provide opportunities for students to practice comparing and converting units of measure.

Action Step 1

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.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

Action Step 2

Develop thematic projects to help students understand, analyze, and determine the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), with the use of various tools (virtual and concrete manipulatives).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Analyze data from all grade levels to be sure that students are making progress and that instruction is being modified appropriately

Person or Persons Responsible

MTSS/RtI Leadership Team .

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Ongoing classroom assessments, District Interim Assessment, FCAT Test Maker Benchmark Assessments.

Plan to Monitor Effectiveness of G3.B4.S1

Analyze data from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0

G3.B5 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 72% of our students made learning gains. Data indicates that students who made learning gains experienced difficulty in Reporting Category, Geometry and Measurement. Students are having difficulty calculating perimeter of figures composed of composite rectangles when the length of each side is given or can be calculated.

G3.B5.S1 Provide opportunities for students to practice calculating the perimeter of a variety of rectangles.

Action Step 1

Provide opportunities for students to calculate the perimeter of polygons with three, four, five, six, eight or ten sides when all dimensions are given.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Analyze data from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Ongoing classroom assessments, District Interim Assessment, FCAT Test Maker Benchmark Assessments.

Plan to Monitor Effectiveness of G3.B5.S1

Analyze data from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0

G3.B6 The results of the 2012-2013 FCAT 2.0 Mathematics Test indicate that 62% of our students in the lowest 25% made learning gains. Data indicates students in the lowest 25% making learning gains experienced difficulty in Reporting Category, Geometry and Measurement. Students are having difficulty in solving problems relating to area, surface area and volume.

G3.B6.S1 Provide opportunities for students to solve problems related to area, surface area, and volume.

Action Step 1

Provide students with opportunities to use visual models to determine missing dimensions when given the area of a two-dimensional figure or volume of a rectangular prism.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

Action Step 2

Use virtual manipulatives to explore area and perimeter of two-dimensional figures. (National Library of Virtual Manipulatives)

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Analyze data from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Ongoing classroom assessments, District Interim Assessment, FCAT Test Maker Benchmark Assessments.

Plan to Monitor Effectiveness of G3.B6.S1

Analyze data from all grade levels to be sure that students are making progress and that instruction is being modified appropriately

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative: 2014 FCAT 2.0

G4. Our goal is to increase 7th grade student achievement in Ratios/Proportional Relationships from 56% to 58% to assist in increasing participation in middle school acceleration Algebra 1.

G4.B1 Data indicates a weakness for students in the reporting category of ratios/proportional relationships.

G4.B1.S1 Provide opportunities to practice and advance in the area of ratios/proportional relationships.

Action Step 1

Provide opportunities to practice and advance in the area of ratios/proportional relationships utilizing FOCUS-Florida Achieves, FCAT Coach materials and benchmark related practice from FCAT Testmaker program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

Action Step 2

Utilize District-published pacing guides with assessments aligned to test EOC Benchmarks to manage opportunities to enroll students in accelerated courses.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Reports from publisher website pearsonsuccessnet.com will be utilized that show benchmark mastery. These reports are generated from teacher/website created materials. Also, reports for individual benchmarks from FOCUS Florida Achieves will be used to monitor student progress.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Data chats, results of Benchmark assessments, Interim assessments, classroom assessments, FCAT Test Maker Assessments, Focus Florida Achieves.

Plan to Monitor Effectiveness of G4.B1.S1

Reports from publisher website pearsonsuccessnet.com will be utilized that show benchmark mastery. These reports are generated from teacher/website created materials. Also, reports for individual benchmarks from FOCUS Florida Achieves will be used to monitor student progress.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative: 2014 FCAT 2.0

G5. The results of the 2012-2013 Algebra EOC indicate that 11% of our students scored at achievement Level 3 and 89% at Level 4 and above. Our goal is to maintain that percentage for Level 3 and above on the 2014 administration of the Algebra EOC.

G5.B1 Data indicates a weakness in the reporting category polynomials. Students scoring at achievement Level 3 demonstrate difficulties in the areas of adding, subtracting, multiplying and factoring polynomials as well as multiplying special cases.

G5.B1.S1 Provide opportunities for students to practice adding, subtracting, multiplying and factoring polynomials.

Action Step 1

Provide opportunities for students to practice the content so that they will be able to simplify polynomial expressions using addition, subtraction and multiplication in mathematical and real-world contexts and to completely factor polynomials using multiple representations including, but not limited to, graphical, algebraic and verbal approaches.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

Action Step 2

Utilize District-published pacing guides with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

Action Step 3

Provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of strengths and areas in need of intervention or additional instruction and/or exploration.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Reports from publisher website pearsonsuccessnet.com will be utilized that show benchmark mastery. These reports are generated from teacher/website created materials. Also, reports for individual benchmarks from FOCUS Florida Achieves will be used to monitor student progress.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Data chats, results of Benchmark assessments, Interim assessments, classroom assessments, FCAT Test Maker Assessments, Focus Florida Achieves.

Plan to Monitor Effectiveness of G5.B1.S1

Reports from publisher website pearsonsuccessnet.com will be utilized that show benchmark mastery. These reports are generated from teacher/website created materials. Also, reports for individual benchmarks from FOCUS Florida Achieves will be used to monitor student progress.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative: 2014 Algebra EOC

G5.B2 Data indicates a weakness in the reporting category polynomials. Students scoring at or above achievement Level 4 demonstrate difficulties in the areas of adding, subtracting, multiplying and factoring polynomials as well as multiplying special cases.

G5.B2.S1 Provide opportunities for students to practice adding, subtracting, multiplying and factoring polynomials.

Action Step 1

Provide opportunities for students to practice the content so that they will be able to simplify polynomial expressions using addition, subtraction and multiplication in mathematical and real-world contexts and to completely factor polynomials using multiple representations including, but not limited to, graphical, algebraic and verbal approaches.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

Action Step 2

Utilize District-published pacing guides with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

Action Step 3

Provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of strengths and areas in need of intervention or additional instruction and/or exploration.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Reports from publisher website pearsonsuccessnet.com will be utilized that show benchmark mastery. These reports are generated from teacher/website created materials. Also, reports for individual benchmarks from FOCUS Florida Achieves will be used to monitor student progress.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Data chats, results of Benchmark assessments, Interim assessments, classroom assessments, FCAT Test Maker Assessments, Focus Florida Achieves.

Plan to Monitor Effectiveness of G5.B2.S1

Reports from publisher website pearsonsuccessnet.com will be utilized that show benchmark mastery. These reports are generated from teacher/website created materials. Also, reports for individual benchmarks from FOCUS Florida Achieves will be used to monitor student progress.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative: 2014 Algebra EOC

G6. The results of the 2012-2013 FCAT 2.0 Science Test indicate that 69% of our fifth grade students scored at achievement Level 3 and above. Our goal is to increase that percentage to 72% in 2014.

G6.B1 The results of the 2012-2013 FCAT 2.0 Science Test indicate that 24% (21) of students in fifth grade scored at achievement Level 3. Data indicates that students in grade five who scored at achievement Level 3 demonstrated a weakness in the reporting category of Nature of Science. Students demonstrated difficulty with identifying a control group and defending conclusions.

G6.B1.S1 Provide opportunities for students to identify control groups and defend scientific conclusions.

Action Step 1

Provide students the opportunity to formulate testable questions, evaluate investigations and experiments, organize data, identify control groups, interpret data, analyze information, distinguish between observations and opinions and defend conclusions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Review student work folders to provide evidence of mastery. Student lab reports will be monitored as well.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Ongoing classroom assessments, quarterly exams, Science Assessment tool, FCAT Testmaker Assessments; District Interim Assessments.

Plan to Monitor Effectiveness of G6.B1.S1

Review student work folders to provide evidence of mastery. Student lab reports will be monitored as well.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0

G6.B2 The results of the 2012-2013 FCAT 2.0 Science Test indicate that 45% (39) of students in fifth grade scored at achievement Level 4 and above. Data indicates that students in grade five who scored at or above achievement Level 4 demonstrated a weakness in the reporting category of Nature of Science. Students demonstrate difficulty understanding scientific questions about natural phenomena.

G6.B2.S1 Provide opportunities for students to develop understanding of scientific questions about natural phenomena.

Action Step 1

Provide opportunities for students to investigate answers through experimentation, research, and information-gathering and discussion.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Review student work folders to provide evidence of mastery. Student lab reports will be monitored as well.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Ongoing classroom assessments, quarterly exams, Science Assessment tool, FCAT Testmaker Assessments; District Interim Assessments.

Plan to Monitor Effectiveness of G6.B2.S1

Review student work folders to provide evidence of mastery. Student lab reports will be monitored as well.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0

G7. The results of the 2012-2013 FCAT 2.0 Science Test indicate 82% of our eighth grade students scored at achievement Level 3 and above. Our goal is to increase that percentage to 84% in 2014.

G7.B1 The results of the 2012-2013 FCAT 2.0 Science Test indicate that 35% (18) of students in eighth grade scored at achievement Level 3. Data indicates that students in grade eight who scored at achievement Level 3 demonstrated a weakness in the reporting category of Nature of Science. Students demonstrated difficulty with the development of logical arguments to describe scientific phenomena; the design of experiments; the applications of concepts to laboratory procedures; connection of scientific laws to observations during experiments; data interpretation; generation of data from lab observations; formulation of hypotheses and recognition of variables during experiments.

G7.B1.S1 Provide opportunities for students to develop arguments, design experiments, apply concepts and interpret data when conducting experiments.

Action Step 1

Provide classroom and after- school opportunities to design and develop science and engineering projects to 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 through a Science Fair and participation in the Fairchild Challenge.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S1

Review student work folders to provide evidence of mastery. Student lab reports will be monitored as well.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Ongoing classroom assessments, quarterly exams, Science Assessment tool, FCAT Testmaker Assessments; District Interim Assessments.

G7.B2 The results of the 2012-2013 FCAT 2.0 Science Test indicate that 47% (24) of students in eighth grade scored at achievement Level 4 and above. Data indicates that students in grade eight who scored at or above achievement Level 4 demonstrated a weakness in the reporting category of Life Science. Students demonstrate difficulty in identifying the functions of the human body systems, and classifying organisms.

G7.B2.S1 Provide opportunities for students to identify functions of the human body system and to classify organisms.

Action Step 1

Provide students with the opportunity to design experiments using the process of science and present their work through lab reports, Power Point presentations, and/or classroom discussions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B2.S1

Review student work folders to provide evidence of mastery. Student lab reports will be monitored as well.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Ongoing classroom assessments, quarterly exams, Science Assessment tool, FCAT Testmaker Assessments; District Interim Assessments.

G8. Increase opportunities for students to participate in STEM related learning experiences through our participation in our Computer Science, Robotics and Wind Energy classes.

G8.B1 Students have had limited exposure to science, math and engineering projects that utilize technology and increase scientific thinking to develop and implement inquiry- based activities.

G8.B1.S1 Provide opportunities for students to participate in STEM projects to increase scientific thinking and inquiry.

Action Step 1

Increase activities for students to design and develop science, math and engineering projects utilizing technology to increase scientific thinking and the development and implementation of inquiry- based activities

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Monitor the Computer Science, Robotics and Wind Energy class projects and look for increased participation in school site STEM activities that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: District Interim Assessment data.

Plan to Monitor Effectiveness of G8.B1.S1

Monitor the Computer Science, Robotics and Wind Energy class projects and look for increased participation in school site STEM activities that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Yearly

Evidence of Completion

District and State STEM competition participation

G9. Encourage students to enroll in one or more CTE courses.

G9.B1 Increase students awareness of high school curriculums and activities to promote a seamless transition for students attending nearby high schools.

G9.B1.S1 Align curriculum to promote a seamless transition to area high schools.

Action Step 1

Provide opportunities for student exposure to local high school curriculum through our yearly Magnet Fair and the promotion of the Curriculum Fairs of local high schools.

Person or Persons Responsible

Administration

Target Dates or Schedule

Yearly

Evidence of Completion

Attendance logs

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

Monitor the articulation process with local high schools.

Person or Persons Responsible

Administration

Target Dates or Schedule

Yearly

Evidence of Completion

Attendance logs at Magnet and Curriculum Fairs will be used to assess participation.

Plan to Monitor Effectiveness of G9.B1.S1

Monitor the articulation process with local high schools.

Person or Persons Responsible

Administration

Target Dates or Schedule

Yearly

Evidence of Completion

Attendance logs at Magnet and Curriculum Fairs will be used to assess participation.

G10. Based on the results of the 2013 Civics EOC Baseline Assessment, data indicates that 1% of our students are proficient. Our goal is to increase proficiency to 50% on the 2013-2014 administration of the Civics EOC.

G10.B1 Students demonstrate difficulty in the Reporting Category of Organization and Function of Government.

G10.B1.S1 Provide opportunities for students to read and interpret graphs, charts, maps, timelines, political cartoons and graphic organizers.

Action Step 1

Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

Action Step 2

Utilize District-published lesson plans with assessments aligned to tested EOC Exam Benchmarks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

Action Step 3

Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons and other graphic organizers by using SMARTboard activities, cooperative learning, and McGraw Hill Civics resources.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

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

Monitor ongoing classroom assessments focusing on student's ability to use and interpret graphs, charts, maps, timelines, political cartoons and other graphic representations.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Teacher observation and classroom assessments.

Plan to Monitor Effectiveness of G10.B1.S1

Monitor ongoing classroom assessments focusing on student's ability to use and interpret graphs, charts, maps, timelines, political cartoons and other graphic representations.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 Civics EOC

G11. Our goal during the 2013-2014 school year is to maintain the number of students with excessive absences at 1%.We will decrease the number of behavioral referrals from 4% to 3%. We will maintain the number of referrals leading to suspensions at 0%.

G11.B1 We understand that student academic development is correlated to student attendance.

G11.B1.S1 Address attendance issues in each grade level.

Action Step 1

Monitors attendance on a daily basis, sending absentee letters home.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in absences

Action Step 2

Parent conferences are held when five absences are attained.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in absences

Action Step 3

Establish a reward system has been established to recognize students for perfect attendance

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in absences

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

Attendance rosters

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in absences recorded in COGNOS

Plan to Monitor Effectiveness of G11.B1.S1

Attendance rosters

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Decrease in absences recorded in COGNOS

G11.B2 We understand that student academic development is also correlated to the number of students who receive two or more behavioral referrals, and those students who receive one or more behavioral referrals that lead to suspension.

G11.B2.S1 Monitor behavior referrals and and student suspensions.

Action Step 1

Monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduction in student behavioral referrals

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

Review referral and suspension reports.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Reduction in number of referrals and suspensions.

Plan to Monitor Effectiveness of G11.B2.S1

Review referral and suspension reports

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Reduction of referrals and suspensions

G11.B3 We understand that student academic development is correlated to the number of students who fail in core curriculum courses.

G11.B3.S1 Identify students in danger of failing courses.

Action Step 1

Identify students to enroll in Virtual school for course recovery classes as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Virtual School enrollment

Action Step 2

Identify students to enroll in Virtual school for course recovery classes as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Virtual School enrollment

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

Monitor students failing core curriculum courses

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Virtual School enrollment

Plan to Monitor Effectiveness of G11.B3.S1

Utilize FCIM to monitor student progress

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Virtual School enrollment

G11.B4 We understand that student retention can negatively impact the students' academic progress.

G11.B4.S1 Provide opportunities for intervention in reading.

Action Step 1

Monitor student progress on benchmark assessments and FAIR testing.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Decrease in number of students retained.

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

Monitor student progress on benchmark assessments and FAIR testing.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Decrease in number of students retained.

Plan to Monitor Effectiveness of G11.B4.S1

Monitor student progress on benchmark assessments and FAIR testing.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Decrease in number of students retained.

G12. Increase number of parents participating in our FCAT 2.0 and SAT Information Sessions by 50%, from 64 to 96.

G12.B1 Parents have limited knowledge and understanding of the FCAT 2.0 benchmarks and the CCSS. These limits are the result of language barriers and the inability to attend meetings due to transportation issues.

G12.B1.S1 Provide opportunities for parents to learn of FCAT 2.0 Benchmarks and CCSS.

Action Step 1

Disseminate information through FCAT Parent Information sessions, school website, online newsletters, and flyers in both English and Spanish

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign- in sheets and logs

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

Review sign- in sheets and attendance logs for FCAT 2.0 and SAT Information sessions

Person or Persons Responsible

Administration

Target Dates or Schedule

Yearly

Evidence of Completion

Sign- in sheets and attendance logs for FCAT 2.0 and SAT Information sessions

Plan to Monitor Effectiveness of G12.B1.S1

Review sign- in sheets and attendance logs for FCAT 2.0 and SAT Information sessions

Person or Persons Responsible

Administration

Target Dates or Schedule

Yearly

Evidence of Completion

Sign- in sheets and attendance logs for FCAT 2.0 and SAT Information sessions

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

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy

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. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 81% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 87% on the 2013-2014 FCAT 2.0.

G1.B4 The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 73% of students made learning gains. Students' performance data from the 2013 FCAT indicates that for students making learning gains there is a deficiency in in reporting Category 1 (LA.3-5.1.6.6), Vocabulary. Students demonstrated difficulty with questions that asked them shades of meaning and identifying the author's purpose for using figurative language.

G1.B4.S1 Provide opportunities for students to experience a variety of figurative language and why authors use it.

PD Opportunity 1

Use Close reading strategies to identify how and why authors use figurative language.

Facilitator

Administration

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

G1.B5 The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 69% of students in the lowest 25% made learning gains. Students' performance data from the 2013 FCAT indicates that for students in the lowest 25% there is a deficiency in in reporting Reporting Category 2, (LA 3-5.1.7.5) Reading Application. Students demonstrate difficulty in understanding the text structure of particular passages and how it affects meaning.

G1.B5.S1 Provide opportunities for students to experience a variety of text structures to understand meaning.

PD Opportunity 1

Use Close reading strategies and graphic organizers to help students visually see text organization patterns and how they affect meaning.

Facilitator

Administration

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site created assessments including benchmarks

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 81% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 87% on the 2013-2014 FCAT 2.0.	$1,740
	Total	$1,740

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
EESAC	$1,740	$1,740
Total	$1,740	$1,740

Budget Details

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 81% of our students scored at achievement Level 3 and above. Our goal is to increase that percentage to 87% on the 2013-2014 FCAT 2.0.

G1.B4 The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 73% of students made learning gains. Students' performance data from the 2013 FCAT indicates that for students making learning gains there is a deficiency in in reporting Category 1 (LA.3-5.1.6.6), Vocabulary. Students demonstrated difficulty with questions that asked them shades of meaning and identifying the author's purpose for using figurative language.

G1.B4.S1 Provide opportunities for students to experience a variety of figurative language and why authors use it.

Action Step 1

Use Close reading strategies to identify how and why authors use figurative language.

Resource Type

Professional Development

Resource

CCSS training

Funding Source

EESAC

Amount Needed

$870

G1.B5 The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 69% of students in the lowest 25% made learning gains. Students' performance data from the 2013 FCAT indicates that for students in the lowest 25% there is a deficiency in in reporting Reporting Category 2, (LA 3-5.1.7.5) Reading Application. Students demonstrate difficulty in understanding the text structure of particular passages and how it affects meaning.

G1.B5.S1 Provide opportunities for students to experience a variety of text structures to understand meaning.

Action Step 1

Use Close reading strategies and graphic organizers to help students visually see text organization patterns and how they affect meaning.

Resource Type

Professional Development

Resource

CCSS training

Funding Source

EESAC

Amount Needed

$870