



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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Linda Lentin K 8 Center  
14312 NE 2ND CT  
North Miami Beach, FL 33161  
305-891-4011  
<http://lk-8.dadeschools.net>

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## School Demographics

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**School Type**  
Combination School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
95%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
99%

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## School Grades History

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**2013-14**  
D

**2012-13**  
C

**2011-12**  
B

**2010-11**  
A

**2009-10**  
C

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## SIP Authority and Template

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

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

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

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## **Purpose and Outline of the SIP**

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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**

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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**

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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**

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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**

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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**

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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
Focus Year 1	5	Gayle Sitter

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Linda Lentin K 8 Center

##### Principal

Agenoria Powell

##### School Advisory Council chair

Rosena Wright

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

Name	Title
Agenoria Powell	Principal
Elaine Adderly	Assistant Principal
Adam Kosnitzky	Assistant Principal
Rosena Wright	EESAC chair
Linda Williams	Grade chair
Nell Charles	Grade chair
Annie Lavander	Grade chair
Leonardo Acebo	Grade chair
Berice LaFrance	Grade chair
Barbara Frost	Grade chair
Rictressa Beaufort	Grade chair
EESAC	All members
Marla Crumpler	Coach
Tanya Mellerson	Reading Coach
Rosalind Pickens	Bilingual
Angelina Oliver	SPED

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

### Membership of the SAC

Principal-1, Teacher-5, Parent-4, Business Community Representative-6, Union Steward-1, Education Support Employee-1, Student-1

### Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Council (ESSAC) assisted in the writing and revision of the School Improvement Plan. The council made recommendations as to the selection of incentives for students who made learning gains and the composition of mandatory uniforms up for majority vote by parents and students this year. Specific student incentive included but were not limited to books for the library, books as gifts, book bags with supplies, calculators, cameras, movie passes and achievement medallions. Ancillary Reading, Math and Science Support materials included book updates, and Writing Boot camp for 4th and 8th Science Boot Camp for 5th and 8th grade.

### Activities of the SAC for the upcoming school year

The EESAC will monitor the implementation of the SIP in all areas. In addition, the ESSAC will monitor the progress of the school wide Multi-Tiered System of Support/Response to Intervention; MTSS/Rtl for tier students, Members of the ESSAC will have an active role in the selection of programs utilized during this school year for student academic success. The EESAC will provide input on the needs and interests of the parent and school community as it impacts student achievement

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

Media Center Library Resources \$2,000 and Ancillary Content Area Support \$1,000. Both items will be used to supplement instruction around the Common Core Standards

### 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

NA

### Highly Qualified Staff

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

### Administrators

#### # of administrators

3

#### # receiving effective rating or higher

(not entered because basis is < 10)

#### Administrator Information:

**Agenoria Powell**

Principal

Years as Administrator: 17

Years at Current School: 10

**Credentials**

Elementary Education, Primary Education and Educational Leadership

**Performance Record**

2013 – School Grade – C

Rdg. Levels 3-5, 65%

Math Levels 3-5, 67%

Rdg. Lrg. Gains, 65 points

Math Lrg. Gains, 62 points

Rdg. Imp. of Lowest 25% - 57 points

Math Imp. of Lowest 25% - 71 points

Rdg. Progress –61%

Math Progress –62%

AMO Reading 44%

AMO Math 46%

2012 – School Grade – B

Rdg. Levels 3-5, 75%

Math Levels 3-5, 67%

Rdg. Lrg. Gains, 65 points

Math Lrg. Gains, 72 points

Rdg. Imp. of Lowest 25% - 67 points

Math Imp. of Lowest 25% - 71 points

Rdg. Progress –64%

Math Progress –62%

2011 – School Grade – C

Rdg. Levels 3-5, 79%

Math Levels 3-5, 67%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 72 points

Rdg. Imp. of Lowest 25% - 67 points

Math Imp. of Lowest 25% - 81 points

Rdg. Progress –83%

Math Progress –62%

2010 – School Grade – A

Rdg. Levels 3-5, 65%

Math Levels 3-5, 67%

Rdg. Lrg. Gains, 65 points

Math Lrg. Gains, 62 points

Rdg. Imp. of Lowest 25% - 57 points

Math Imp. of Lowest 25% - 71 points

Rdg. Progress –61%

Math Progress –62%

2009 – School Grade – B

Rdg. Levels 3-5, 75%

Math Levels 3-5, 67%

Rdg. Lrg. Gains, 69 points

Math Lrg. Gains, 62 points

Rdg. Imp. of Lowest 25% - 57 points

Math Imp. of Lowest 25% - 71 points



Rdg. Progress –61%  
Math Progress –62%

**Elaine Adderly**

Asst Principal

Years as Administrator: 10

Years at Current School: 0

**Credentials**

History, Elementary Education, and Educational Leadership

**Performance Record**

2013 – School Grade – B  
 Rdg. Levels 3-5, 75%  
 Math Levels 3-5, 77%  
 Rdg. Lrg. Gains, 65 points  
 Math Lrg. Gains, 62 points  
 Rdg. Imp. of Lowest 25% - 57 points  
 Math Imp. of Lowest 25% - 71 points  
 Rdg. Progress –61%  
 Math Progress –62%  
 AMO Reading  
 AMO Math

2012 – School Grade – A  
 Rdg. Levels 3-5, 85%  
 Math Levels 3-5, 82%  
 Rdg. Lrg. Gains, 65 points  
 Math Lrg. Gains, 72 points  
 Rdg. Imp. of Lowest 25% - 67 points  
 Math Imp. of Lowest 25% - 71 points  
 Rdg. Progress –64%  
 Math Progress –62%

2011 – School Grade – A  
 Rdg. Levels 3-5, 79%  
 Math Levels 3-5, 87%  
 Rdg. Lrg. Gains, 75 points  
 Math Lrg. Gains, 72 points  
 Rdg. Imp. of Lowest 25% - 67 points  
 Math Imp. of Lowest 25% - 81 points  
 Rdg. Progress –83%  
 Math Progress –62%

2010 – School Grade – A  
 Rdg. Levels 3-5, 84%  
 Math Levels 3-5, 81%  
 Rdg. Lrg. Gains, 65 points  
 Math Lrg. Gains, 62 points  
 Rdg. Imp. of Lowest 25% - 87 points  
 Math Imp. of Lowest 25% - 71 points  
 Rdg. Progress –61%  
 Math Progress –62%

2009 – School Grade – A  
 Rdg. Levels 3-5, 85%  
 Math Levels 3-5, 87%  
 Rdg. Lrg. Gains, 69 points  
 Math Lrg. Gains, 62 points  
 Rdg. Imp. of Lowest 25% - 57 points  
 Math Imp. of Lowest 25% - 71 points

Rdg. Progress –61%  
Math Progress –62%

**Adam Kosnitzky**

Asst Principal

Years as Administrator: 8

Years at Current School: 0

**Credentials**

Mentally Handicapped, Emotionally Handicapped, Mathematics (6-12), Guidance and Counseling and Educational Leadership

**Performance Record**

2013 – School Grade – A

Rdg. Levels 3-5, 75%

Math Levels 3-5, 77%

Rdg. Lrg. Gains, 65 points

Math Lrg. Gains, 62 points

Rdg. Imp. of Lowest 25% - 57 points

Math Imp. of Lowest 25% - 71 points

Rdg. Progress –61%

Math Progress –62%

AMO Reading

AMO Math

2012 – School Grade – C

Rdg. Levels 3-5, 85%

Math Levels 3-5, 82%

Rdg. Lrg. Gains, 65 points

Math Lrg. Gains, 72 points

Rdg. Imp. of Lowest 25% - 67 points

Math Imp. of Lowest 25% - 71 points

Rdg. Progress –64%

Math Progress –62%

2011 – School Grade – B

Rdg. Levels 3-5, 79%

Math Levels 3-5, 87%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 72 points

Rdg. Imp. of Lowest 25% - 67 points

Math Imp. of Lowest 25% - 81 points

Rdg. Progress –83%

Math Progress –62%

2010 – School Grade – C

Rdg. Levels 3-5, 84%

Math Levels 3-5, 81%

Rdg. Lrg. Gains, 65 points

Math Lrg. Gains, 62 points

Rdg. Imp. of Lowest 25% - 87 points

Math Imp. of Lowest 25% - 71 points

Rdg. Progress –61%

Math Progress –62%

2009 – School Grade – A

Rdg. Levels 3-5, 85%

Math Levels 3-5, 87%

Rdg. Lrg. Gains, 69 points

Math Lrg. Gains, 62 points

Rdg. Imp. of Lowest 25% - 57 points

Math Imp. of Lowest 25% - 71 points

Rdg. Progress –61%  
Math Progress –62%

### Instructional Coaches

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Tanya Mellerson**

Full-time / School-based

Years as Coach: 3

Years at Current School: 3

**Areas**

Reading/Literacy

**Credentials**

Elementary Education and Reading

**Performance Record**

2013 – School Grade – C

Rdg. Levels 3-5, 75%

Math Levels 3-5, 77%

Rdg. Lrg. Gains, 65 points

Math Lrg. Gains, 62 points

Rdg. Imp. of Lowest 25% - 57 points

Math Imp. of Lowest 25% - 71 points

Rdg. Progress –61%

Math Progress –62%

AMO Reading 44%

AMO Math 46%

2012 – School Grade – B

Rdg. Levels 3-5, 85%

Math Levels 3-5, 82%

Rdg. Lrg. Gains, 65 points

Math Lrg. Gains, 72 points

Rdg. Imp. of Lowest 25% - 67 points

Math Imp. of Lowest 25% - 71 points

Rdg. Progress –64%

Math Progress –62%

2011 – School Grade – A

Rdg. Levels 3-5, 79%

Math Levels 3-5, 87%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 72 points

Rdg. Imp. of Lowest 25% - 67 points

Math Imp. of Lowest 25% - 81 points

Rdg. Progress –83%

Math Progress –62%

2010 – School Grade – C

Rdg. Levels 3-5, 84%

Math Levels 3-5, 81%

Rdg. Lrg. Gains, 65 points

Math Lrg. Gains, 62 points

Rdg. Imp. of Lowest 25% - 87 points

Math Imp. of Lowest 25% - 71 points

Rdg. Progress –61%

Math Progress –62%

2009 – School Grade – B

Rdg. Levels 3-5, 85%

Math Levels 3-5, 87%

Rdg. Lrg. Gains, 69 points

Math Lrg. Gains, 62 points

Rdg. Imp. of Lowest 25% - 57 points

Math Imp. of Lowest 25% - 71 points

Rdg. Progress –61%  
Math Progress –62%

**Marla Crumpler**

Full-time / School-based

Years as Coach: 2

Years at Current School: 6

**Areas**

Mathematics

**Credentials**

Business Education

**Performance Record**

2013 – School Grade – C

Rdg. Levels 3-5, 75%

Math Levels 3-5, 77%

Rdg. Lrg. Gains, 65 points

Math Lrg. Gains, 62 points

Rdg. Imp. of Lowest 25% - 57 points

Math Imp. of Lowest 25% - 71 points

Rdg. Progress –61%

Math Progress –62%

AMO Reading 44%

AMO Math 46%

2012 – School Grade – B

Rdg. Levels 3-5, 85%

Math Levels 3-5, 82%

Rdg. Lrg. Gains, 65 points

Math Lrg. Gains, 72 points

Rdg. Imp. of Lowest 25% - 67 points

Math Imp. of Lowest 25% - 71 points

Rdg. Progress –64%

Math Progress –62%

2011 – School Grade – A

Rdg. Levels 3-5, 79%

Math Levels 3-5, 87%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 72 points

Rdg. Imp. of Lowest 25% - 67 points

Math Imp. of Lowest 25% - 81 points

Rdg. Progress –83%

Math Progress –62%

2010 – School Grade – C

Rdg. Levels 3-5, 84%

Math Levels 3-5, 81%

Rdg. Lrg. Gains, 65 points

Math Lrg. Gains, 62 points

Rdg. Imp. of Lowest 25% - 87 points

Math Imp. of Lowest 25% - 71 points

Rdg. Progress –61%

Math Progress –62%

2009 – School Grade – B

Rdg. Levels 3-5, 85%

Math Levels 3-5, 87%

Rdg. Lrg. Gains, 69 points

Math Lrg. Gains, 62 points

Rdg. Imp. of Lowest 25% - 57 points

Math Imp. of Lowest 25% - 71 points



Rdg. Progress –61%  
 Math Progress –62%

**Classroom Teachers**

**# of classroom teachers**

64

**# receiving effective rating or higher**

62, 97%

**# Highly Qualified Teachers**

88%

**# certified in-field**

56, 88%

**# ESOL endorsed**

34, 53%

**# reading endorsed**

7, 11%

**# with advanced degrees**

31, 48%

**# National Board Certified**

0, 0%

**# first-year teachers**

4, 6%

**# with 1-5 years of experience**

7, 11%

**# with 6-14 years of experience**

33, 52%

**# with 15 or more years of experience**

20, 31%

**Education Paraprofessionals**

**# of paraprofessionals**

4

**# Highly Qualified**

2, 50%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

On an ongoing basis, and through the administration, the school does the following:

1. Enable Prospective Teachers to intern at the school or perform classroom observations and internships through outreach with local universities.
2. Partner new teachers with teacher mentors.

**Teacher Mentoring Program/Plan**

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

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

On an ongoing basis, and through the administration, the school does the following:

1. Host regular meeting with new teachers and school administration and curriculum support team.
2. Through the LLT, offer supplemental mentoring with focus teacher based on area of need.

**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 Linda Lentin K-8 MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

**Tier 2**

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

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

The school Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1 (Leadership Team)

\* Administrator will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

\*Principal

\*Assistant Principal

\*Reading Coach

\*Math and Science Coach

\*School Counselor PK-3

\*School Counselor 4-6

\*School Counselor 7-8

\*School Psychologist

\*Bilingual Teacher

\*SPED Teacher

\*Grade chair Grade K

\*Grade chair Grade 1

\*Grade chair Grade 2

\*Grade chair Grade 3

\*Grade chair, Grade 4

\*Grade chair, Grade 5

\*Grade chair, Grade 6

\*Grade chair, Grade 7

\*Grade chair, Grade 8

\*Special Area Teacher

\*EESAC Chairperson

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

Tier 2

Ms. Adderly and Ms. Taylor of the MTSS Leadership Team will conduct regular meetings to evaluate

intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

#### Tier 3 SST

Ms. Adderly and Ms. Bowers of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Principal: Trains faculty on the use and purpose on response to intervention (MTSS/RtI). The principal will schedule the MTSS/RtI discussions by grade level through scheduled bi-monthly collaborative planning meetings, Child Study Team meetings MTSS/RtI sessions will also be held after each FAIR and District Interim assessment period where student academic regression is indicated.

Assistant Principals: Maintain documentation of student identification, assessments, progress monitoring, and tier placement. The Assistant Principals will refer students to SST who do not make consistent gains after utilizing course supplemental and intensive interventions and contact the parents to obtain to consent for evaluation under IDEA. The multidisciplinary team and the parent will meet to review all data and determine whether the student is eligible to receive Special Education Services.

Itinerant Coach: Provide the school site specific assessments in Reading, Mathematics and Science in Edusoft format. The coaches will maintain the identified students 2.0, District Interims and FAIR assessments and bring this data to all MTSS/RtI grade level discussions.

Grade Chairs: Serve as the formal MTSS/RtI Leadership Team members; providing current behavior and academic data to the discussions held regarding the selected students on their respective grade levels.

EESAC: Receives monthly updates regarding the progress of our RT1, RT2 and RT3 students.

Incentives, mentoring, and focus group discussions will be provided to the members. The EESAC is responsible for working with the principal to monitor student achievement and progress throughout the year.

Behavior Management Teacher (BMT): Serves as the SPED Liaison, integrates core instructional materials into Tier 3 instruction and collaborates with the general education teachers.

Professional Development School Liaison: Manages all data generated in Edusoft and schedules the online access so that all staff members can register for the school site Professional Development sessions.

School Psychologist: Participates in the selection of data reviewed and asks appropriate questions which guide the interventions used at a frequency which will enable the support provided to be applicable and useful if the students must be referred for evaluation under IDEA.

School Speech Therapist: Assists in the selection of screening measures and identifies students who may be eligible for language and speech therapy.

Counselors: Provides expertise related to the child's developmental needs, extended counseling, and community resources available to support the student and family as needed.

Community Involvement Specialist: Receives a list of RT2 (supplemental) and RT3 (intensive) students. The CIS makes home visits, provides notices and literature to parents.

Dade Partner: Receives monthly updates regarding the progress of our RT2 and RT3 students.

Incentives, mentoring, and focus group discussions will be provided by available Dade Partners during the year.

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

The Tier 1 and Tier 2 worksheets document and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings

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

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- EasyCBM
- STAR reading assessment and Accelerated Reading
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics measures
- Success Maker, Reading Plus, and Gizmo Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Discover Education and Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at [http://www.floridarti.usf.edu/resources/program\\_evaluation/ta\\_manual\\_revised2012/index.html](http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html) to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools> ).

A description of MTSS and MTSS parent resources will be available on the school's web site.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 600

Targeted students will participate in a research based reading, mathematics, writing and science camp with instruction delivered in a cross curricular based format.

**Strategy Purpose(s)**

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

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

Sample FCAT Tests will be used as summative data and utilized as part of a collaborative process. Student writing will be judged through the state's writing rubric. Additionally, diagnostic web-based programs will provide accurate data which will be used to determine the effectiveness of the implemented strategy.

**Who is responsible for monitoring implementation of this strategy?**

The school's instructional coaches, and teachers will monitor implementation of the strategy.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Ms. Powell	Principal
Ms. Adderly	Assistant Principal
Dr. Kosnitzky	Assistant Principal
Ms. Crumpler	Math Coach
Ms. Mellerson	Reading Coach
Ms. Cooper	Media Specialist
Dr. Wright	EESAC Chair
Ms. Pickens	Bilingual
Ms. Oliver	SPED
Ms. Williams	Grade chair
Ms. Chalres	Grade chair
Ms. Lavander	Grade chair
Mr. Acebo	Grade chair
Ms. LaFrance	Grade chair
Dr. Wright	Grade chair
Ms. Frost	Grade chair
Ms. Beaufort	Grade chair

## How the school-based LLT functions

A key factor to Linda Lentin K-8's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

Ms. Powell selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

## Major initiatives of the LLT

What will be the major initiatives of the LLT this year?

The principal, as the instructional leader of the school, supports a school wide focus on literacy instruction and will promote membership on the Reading Leadership Team by:

- holding meeting at convenient times;
- providing adequate notice of meetings;
- providing time/coverage (if needed) to attend meetings;
- providing Master Plan Points (MPP) and team building activities for members commitment and participation; and
- offering professional growth opportunities such as educational retreats.

## Every Teacher Contributes to Reading Instruction

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

In concert with Common Core Standards, all grade levels common plan and offer instruction in a cross curricular focus. Target areas such as writing and science will meet in a whole grade level form. Through common planning, teachers meet directly and indirectly with the Instructional Coach to ensure that reading is integrated into the daily lessons.

## 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**

Linda Lentin K- 8 Center offers a Pre-K program. The Early Growth Indicators Benchmark for Pre-K Readiness is administered to all preschoolers as an initial diagnostic to determine the specific skills and knowledge of students. High Scope strategies are implemented in the preschool classroom as a continuous observational assessment tool to collect data about the improvement of student developmental skill levels. Houghton Mifflin Pre-K is used to measure progress of foundational reading skills. Low-performing students are targeted early. Certified teachers will work with students using Head Start objectives and developmentally appropriate strategies after the specific weaknesses have been identified by data for each student. An exit interview and

The Early Growth Indicators Benchmark for Pre-K will be given to each student before entering Kindergarten to assess readiness and any for remediation. An exit interview and the Oral Language Proficiency Scale (OLPS) is administered to all English Language Learners (ELL) and will be given to each (ELL) student before entering Kindergarten to assess readiness and any need for remediation. Students are assessed three times a year to assess progress in VPK and later through the FLKRS when the child approaches kindergarten. The school operates its Pre-K program in accordance with state and district guidelines. Through Title 1, target parents are provided with workshops which integrate and supplement assistance in meeting each student's academic and emotional needs. Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

## **College and Career Readiness**

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

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

The school provides students with opportunities to interact with and engage in hands-on activities, forums, demonstrations and projects to increase their understanding of the health industry. Students create classroom projects that demonstrate an understanding of various career paths in the health industry.

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

The school engages with community partners in target areas and hosts a career day which embraces various careers. The school's counselors maintain a relationship with select high schools to provide school choice in a student's area of interest. Select eighth grade students also participate in a College Tour with assistance of the PTA.

### **Strategies for improving student readiness for the public postsecondary level**

The school engages with community partners in target areas and hosts a career day which embraces various careers. The school's counselors maintain a relationship with select high schools to provide school choice in a student's area of interest. Select eighth grade students also participate in a College Tour with assistance of the PTA.



## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	44%	No	59%
American Indian				
Asian				
Black/African American	54%	43%	No	59%
Hispanic	61%	45%	No	65%
White				
English language learners	43%	30%	No	49%
Students with disabilities	36%	9%	No	42%
Economically disadvantaged	53%	43%	No	58%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	153	23%	34%
Students scoring at or above Achievement Level 4	131	20%	25%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0)		60%	64%

#### 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)	106	46%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	55	24%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	37	16%	24%

**Postsecondary Readiness**

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

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	96	47%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		0%	0%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	46%	No	62%
American Indian				
Asian				
Black/African American	57%	46%	No	61%
Hispanic	64%	44%	No	68%
White				
English language learners	48%	35%	No	53%
Students with disabilities	31%	9%	No	38%
Economically disadvantaged	58%	45%	No	62%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	154	25%	38%
Students scoring at or above Achievement Level 4	110	18%	24%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		0%	0%
Students scoring at or above Level 7		0%	0%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		59%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		59%	63%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		94%	95%
Middle school performance on high school EOC and industry certifications		74%	77%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	51%	53%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		24%

**Geometry End-of-Course (EOC) Assessment**

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

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	18%	23%
Students scoring at or above Achievement Level 4	20	15%	17%

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	11%	16%
Students scoring at or above Achievement Level 4	11	10%	12%

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		7
Participation in STEM-related experiences provided for students	10	100%	100%

**Area 6: Career and Technical Education (CTE)**

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

**Area 7: Social Studies****U.S. History End-of-Course (EOC) Assessment**

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

**Civics End-of-Course (EOC) Assessment**

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

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	71	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	19	3%	2%
Students who are not proficient in reading by third grade	51	53%	48%
Students who receive two or more behavior referrals	84	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	202	21%	20%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	71	7%	6%
Students who fail a mathematics course	23	7%	6%
Students who fail an English Language Arts course	23	7%	6%
Students who fail two or more courses in any subject	19	6%	5%
Students who receive two or more behavior referrals	84	8%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	202	21%	20%

**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**

Linda Lentin strives to promote a positive home school connection. Each year we implement a program called Keep The Promise. Keep The Promise is merely an initiative that we have in place to encourage our parents to make a promise to visit their son/daughters teachers at least once a month. This meeting is to make the parents aware of their child's academic as well as conduct. In May we celebrate with the parents who have actually kept the promise.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Keep The Promise Initiative (132)	54	73%	83%

**Area 10: Additional Targets**

**Additional targets for the school**

NA

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
NA	NA	NA%	NA%

## Goals Summary

- G1.** In Grade 7, the school will increase performance on the Civics EOC.
- G2.** In grades three – eight, 44 percent of students achieved a level 3 or higher on the 2013 FCAT 2.0 Reading Test. It is expected that the number of grade three – eight students achieving a level three or higher on the 2014 FCAT will increase to 59 percent
- G3.** In grades four and eight, 47 percent of students scored at a level 3.5 or above on the 2013 administration of the FCAT 2.0 writing test. It is expected that 52 percent of students in grades four and eight will score at a level 3.5 or above on the 2013 adm
- G4.** In grades three – eight, 36 percent of the students achieved a level 3 or higher on the 2013 FCAT 2.0 Mathematics Test. It is expected that the number of grade three – eight students achieving a level 3 on the 2014 FCAT 2.0 will increase to 62 percent
- G5.** In grade eight, 74 percent of the students achieved a level 3 or higher on the Algebra Test. It is expected that the number of grade eight students achieving a level 3 or higher on the 2013 administration of the Algebra EOC Test will increase by one perc
- G6.** The school will reduce the percentage of students missing 10% of instructional time, receiving behavior referrals or failing a middle school math or language arts course by 1% and lower its PreK-5 retention rate by 2%.
- G7.** In grade five, 33 percent of students achieved a level 3 or higher on the 2013 admin of the FCAT 2.0 Science Test. It is expected that the number of students achieving level 3 or higher on the 2014 admin. will increase to 33%
- G8.** The school will increase the school's involvement in science related activities by 10%.
- G9.** Our goal for 2013-2014 school year is to increase the number of career and technical education experiences provided for students.
- G10.** In grade eight, 22 percent of students achieved level 3 or higher on the 2013 admin. of the FCAT 2.0 Science Test. It is expected that the number of students achieving level 3 or higher on the 2014 FCAT 2.0 Science Test will increase to 32 percent.

## Goals Detail

**G1. In Grade 7, the school will increase performance on the Civics EOC.**

**Targets Supported**

- Civics EOC

**Resources Available to Support the Goal**

- The resources that will be used to achieve the goal for Civics is student text books.

**Targeted Barriers to Achieving the Goal**

- Students need more opportunities to participate in project-based activities to broaden and deepen their level of understanding with regards to All standards in Civics.

**Plan to Monitor Progress Toward the Goal**

Conduct collaborative planning sessions with the Curriculum team and administration to determine student progress and gear instructions for future success.

**Person or Persons Responsible**

Administrator Curriculum Coach Civics teacher

**Target Dates or Schedule:**

On an ongoing basis Aug. - June 2013-2014

**Evidence of Completion:**

District Interim Assessments and 2014 EOC Civics Exam



**G2.** In grades three – eight, 44 percent of students achieved a level 3 or higher on the 2013 FCAT 2.0 Reading Test. It is expected that the number of grade three – eight students achieving a level three or higher on the 2014 FCAT will increase to 59 percent

### **Targets Supported**

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

### **Resources Available to Support the Goal**

- Linda Lentin K-8 Center will utilize the Wonders Reading series in grades 3-5 along with Success Maker ; while grades 6-8 uses reading anthology series and Reading Plus. Targeted students will receive additional instruction through before/after school tutoring and an interventionist.

### **Targeted Barriers to Achieving the Goal**

- FCAT 2.0 actual performance: 23% and targeted goal for 2014 is 34%. After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (FCAT 2.0 Level 3) need improvement in Reporting Category 2, Reading Application (Author's point of view).
- FCAT 2.0 actual performance: 20% and targeted goal for 2014 is 26%. After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (FCAT 2.0 Level 4 and above) need improvement in Reporting Category 2, Reading Application (Text structure/ Organizational patterns).
- FCAT 2.0 actual performance: 63% and targeted goal for 2014 is 67%. After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (Learning gains) need improvement in Reporting Category 2, Reading Application (Comparing and Contrasting).
- FCAT 2.0 actual performance: 60% and targeted goal for 2014 is 64%. After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (Learning gains lowest 25%) need improvement in Reporting Category 2, Reading Application (Cause and Effect).
- FCAT 2.0 actual performance: 46% and targeted goal for 2014 is 51%. After examining grades three – eight CELLA data, it is evident that students achieving proficiency (listening/speaking) need improvement in Repetition and Role Play.
- FCAT 2.0 actual performance: 24% and targeted goal for 2014 is 32%. After examining grades three – eight CELLA data, it is evident that students achieving proficiency (Reading) need improvement in retelling.
- FCAT 2.0 actual performance: 16% and targeted goal for 2014 is 24%. After examining grades three – eight CELLA data, it is evident that students achieving proficiency (Writing) need improvement in focus.
- FCAT 2.0 actual performance: Black: 43% and targeted goal for 2014 is 59%; Hispanic: 45% and targeted goal for 2014 is 65%; ELL: 30% and targeted goal for 2014 is 49%; SWD: 9% and targeted goal for 2014 is 42%; ED: 43% and targeted goal for 2014 is 58% After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (AMO's) need improvement in Reporting Category 2, Reading Application (Author's Purpose).

### Plan to Monitor Progress Toward the Goal

Administrative team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the the data reports PD will be provided on an ongoing basis.

#### Person or Persons Responsible

District

#### Target Dates or Schedule:

November 5, 2013

#### Evidence of Completion:

Observable instructional practices that exhibit classroom systems and routines to facilitate student ownership and independence while available time is maximized in service of learning.

**G3.** In grades four and eight, 47 percent of students scored at a level 3.5 or above on the 2013 administration of the FCAT 2.0 writing test. It is expected that 52 percent of students in grades four and eight will score at a level 3.5 or above on the 2013 adm

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- The school utilizes the writing camps and will integrate writing through the Wonders Series in Elementary and Writing Coach in grade 8. Additionally, teachers will provide tutorial sessions.

#### Targeted Barriers to Achieving the Goal

- FCAT 2.0 actual performance 47%: (4th and 8th); targeted goal 52%. After analyzing the 2013 FCAT Writing 2.0 results for grade 4 and grade 8 students combined demonstrated weakness in the area of conventions with regards to narrative in grade 4 and in organization with regards to persuasive writing in grade 8.

### Plan to Monitor Progress Toward the Goal

Administrative team will monitor District Writing Assessments to ensure that students are progressing towards targeted goal.

#### Person or Persons Responsible

MTSS/Rtl Leadership Team

#### Target Dates or Schedule:

Aug. 19, 2013 - June 5, 2014 Monthly

#### Evidence of Completion:

Formative: Pre, Mid, and Post Writing Assessments, Summative: FCAT Writing 2.0 2014

**G4.** In grades three – eight, 36 percent of the students achieved a level 3 or higher on the 2013 FCAT 2.0 Mathematics Test. It is expected that the number of grade three – eight students achieving a level 3 on the 2014 FCAT 2.0 will increase to 62 percent

#### **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**

- The students will use math textbooks, Compass Learning, Gizmo, supplemental materials (i.e. Florida Ready) Additionally, interventionist will be used as a resource

#### **Targeted Barriers to Achieving the Goal**

- FCAT 2.0 actual performance: 25% and targeted goal for 2014 is 38%.: The students that earned a 3 on the FCAT 2.0 assessment need more opportunities to utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.
- FCAT 2.0 actual performance: 18% and targeted goal for 2014 is 24%.: The students that earned a 4 or above on the FCAT 2.0 assessment need more opportunities to utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.
- FCAT 2.0 actual performance: 46% and targeted goal for 2014 is 61% (Black); FCAT 2.0 actual performance: 44% and targeted goal for 2014 is 88%(Hispanic); FCAT 2.0 actual performance: 35% and targeted goal for 2014 is 53% (ELL); FCAT 2.0 actual performance: 9% and targeted goal for 2014 is 38% (SWD); FCAT 2.0 actual performance: 45% and targeted goal for 2014 is 62% (ED): The students that earned a AMO'S on the FCAT 2.0 assessment need more opportunities to utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.
- FCAT 2.0 actual performance: 59% and targeted goal for 2014 is 63%.: The students that earned a (Learning Gains) on the FCAT 20. assessment need more opportunities to utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.
- FCAT 2.0 actual performance: 59% and targeted goal for 2014 is 63%.: The students that earned a (Lowest 25%) on the FCAT 2.0 assessment need more opportunities to utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.

## Plan to Monitor Progress Toward the Goal

The administrative team will monitor data derived from interim and other benchmark assessments.

### Person or Persons Responsible

Mrs. Powell Ms. Diaz-Gonzalez, Math Supervisor Ms. Adderly, A.P. Mr. Kosnitzky, A.P., Classroom teachers HLA Teacher, Ms. Ms. Crumpler , Math Coach

### Target Dates or Schedule:

August 19, 2013 - June 5, 2014 Monthly

### Evidence of Completion:

Observable instructional practices and lesson plans reflect specific strategies (mini-lessons) that target identified mathematics deficiencies.

**G5.** In grade eight, 74 percent of the students achieved a level 3 or higher on the Algebra Test. It is expected that the number of grade eight students achieving a level 3 or higher on the 2013 administration of the Algebra EOC Test will increase by one perc

### Targets Supported

- Algebra 1 EOC

### Resources Available to Support the Goal

- The students will use math textbooks Algebra 1 Honors Series, Compass Learning, and Gizmo. Additionally, interventionist will be used as a resource

### Targeted Barriers to Achieving the Goal

- The students need more opportunities to Use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving polynomials. Provisions are needed for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

## Plan to Monitor Progress Toward the Goal

The administrative team will monitor data derived from interim and other benchmark assessments.

### Person or Persons Responsible

MSS/RTI Team

### Target Dates or Schedule:

August 19, 2013 - June 5, 2014 Monthly

### Evidence of Completion:

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment Summative: Algebra EOC 2014

**G6.** The school will reduce the percentage of students missing 10% of instructional time, receiving behavior referrals or failing a middle school math or language arts course by 1% and lower its PreK-5 retention rate by 2%.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Community Involvement Specialist, Guidance Counselor, and SCSI Instructor.

**Targeted Barriers to Achieving the Goal**

- In 2013 71 or 7% of the students missed 10% of instructional time. The school will decrease the number of students in this category by 1%.
- in 2013 19 or 3% of the students in grades 3-5 were retained. The school will reduce the number of students retained by 1%.
- In 2013 51 or 53% of the grade 3 students were not proficient in reading. The school will reduce students in this category by 5%.
- In 2013 202 or 21 students had 2 or more behavior referrals/one or more that lead to suspension. The school will decrease the number of students in this category by 1%.

**Plan to Monitor Progress Toward the Goal**

The school will review student records and meet with students meeting select criteria.

**Person or Persons Responsible**

MSS/RTI Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Cognos Reports

**G7.** In grade five, 33 percent of students achieved a level 3 or higher on the 2013 admin of the FCAT 2.0 Science Test. It is expected that the number of students achieving level 3 or higher on the 2014 admin. will increase to 33%

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- The students will use Gizmo, Discovery Education, Land Shark (MAST Academy), Science Fair,.
- Students will use Gizmo, Discovery Education, FCAT Explorer, Land Shark (MAST Academy) and Science Fair.

**Targeted Barriers to Achieving the Goal**

- FCAT actual: 18% Targeted AMO: 23%: Level 3: The students greatest area of opportunity for improvement is in the area of Life Science. Students need more hands-on opportunities to explore and investigate real world science in a more purposeful and engaging manner.
- FCAT actual: 10% Targeted AMO: 12%: Level 4-5: The students greatest area of opportunity for improvement is in the area of Life Science. Students need more enrichment opportunities to explore and investigate real world science in a more purposeful and engaging manner.

**Plan to Monitor Progress Toward the Goal**

The administrative team will monitor data derived from Interim and other benchmark assessments.

**Person or Persons Responsible**

CSS/Keisha Kidd & Dane Jaber Teachers Principal AP

**Target Dates or Schedule:**

10-16-13 through 11-5-13

**Evidence of Completion:**

The team will monitor agendas, student journals, authentic student work samples and lesson plans.

**G8.** The school will increase the school's involvement in science related activities by 10%.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Science Fair manuals, science and math manipulative kits, Museum of Science Partnership

**Targeted Barriers to Achieving the Goal**

- Students are limited on the competitive level of science activities that enhance depth of knowledge and increase awareness of science content.

### Plan to Monitor Progress Toward the Goal

The LLT Team will monitor all activities through their facilitation of appropriate science competitions

**Person or Persons Responsible**

LLT

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: Science Interim Assessments. Summative: 2014 FCAT Science 2.0

**G9.** Our goal for 2013-2014 school year is to increase the number of career and technical education experiences provided for students.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Guest speakers and presenters

**Targeted Barriers to Achieving the Goal**

- Students have limited opportunities to learn about future careers.

### Plan to Monitor Progress Toward the Goal

Monitor quality and quantity of career day events and guest speaker presentations

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Student enrollment in CTE courses at the high school level

**G10.** In grade eight, 22 percent of students achieved level 3 or higher on the 2013 admin. of the FCAT 2.0 Science Test. It is expected that the number of students achieving level 3 or higher on the 2014 FCAT 2.0 Science Test will increase to 32 percent.

**Targets Supported**

- Science - Middle School

**Resources Available to Support the Goal**

- The students will use Gizmo, FCAT Explorer, and Discover Education

**Targeted Barriers to Achieving the Goal**

- FCAT level 3: Actual 11% Targeted 16%. Students need more problem-based investigations to explore real world science in a more purposeful and engaging manner. Students need more opportunities to investigate the nature of science; to design and develop science and engineering projects to increase scientific thinking and implementation of inquiry-based activities.
- FCAT level 4-5: Actual 10% Targeted 12%. Students need more problem-based investigations to explore real world science in a more purposeful and engaging manner. Students need more opportunities to investigate the nature of science; to design and develop science and engineering projects to increase scientific thinking and implementation of inquiry-based activities.

**Plan to Monitor Progress Toward the Goal**

The administrative team will monitor data derived from interim and other benchmark assessments.

**Person or Persons Responsible**

MTSS/RtI Leadership Team

**Target Dates or Schedule:**

Aug. 19, 2013 – June 5, 2014 Monthly Formative: Pre, Mid, and Post Writing Assessments,

**Evidence of Completion:**

Formative: Pre, Mid, and Post Writing Assessments, Summative: FCAT Writing 2.0 2014



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** In Grade 7, the school will increase performance on the Civics EOC.

**G1.B1** Students need more opportunities to participate in project-based activities to broaden and deepen their level of understanding with regards to All standards in Civics.

**G1.B1.S1** Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues through project-based activities.

#### **Action Step 1**

Seventh grade Civics teacher will plan and deliver effective lessons using District Pacing Guide and appropriate curriculum materials that lend itself to project-based extended lessons.

#### **Person or Persons Responsible**

The Civics teachers along with the Curriculum Coach will be responsible for this action.

#### **Target Dates or Schedule**

On an ongoing basis Aug. - June 2013-2014

#### **Evidence of Completion**

District Interim Assessments and 2014 EOC Civics Exam

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

Observable instructional practices that exhibit student learning and project-based learning.

#### **Person or Persons Responsible**

The Civics teachers along with the Curriculum Coach will be responsible for this action.

#### **Target Dates or Schedule**

On an ongoing basis Aug. - June 2013-2014

#### **Evidence of Completion**

Student projects displayed in the classroom that reflect alignment with the District Pacing Guide and teacher lesson plans.

## Plan to Monitor Effectiveness of G1.B1.S1

Civics teacher should utilize data gathered from the District assessments and teacher assigned assessments to provide explicit instruction for student success.

### Person or Persons Responsible

The administrator, Curriculum Coach, Civics teacher

### Target Dates or Schedule

On an ongoing basis Aug. - June 2013-2014

### Evidence of Completion

District Interim Assessments and 2014 EOC Civics Exam

**G2.** In grades three – eight, 44 percent of students achieved a level 3 or higher on the 2013 FCAT 2.0 Reading Test. It is expected that the number of grade three – eight students achieving a level three or higher on the 2014 FCAT will increase to 59 percent

**G2.B1** FCAT 2.0 actual performance: 23% and targeted goal for 2014 is 34%. After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (FCAT 2.0 Level 3) need improvement in Reporting Category 2, Reading Application (Author's point of view).

**G2.B1.S1** Plan for and deliver lessons that follow an instructional routine.

### Action Step 1

Secondary ELL teachers should review CELLA data and plan to deliver lessons that follow an appropriate instructional routine.

### Person or Persons Responsible

Deland Innocent-Instructional Supervisor Elaine Adderly-APC Teachers Principal

### Target Dates or Schedule

11/05/2013

### Evidence of Completion

Observable instructional practices and lesson plans that scaffold and gradually release responsibility that leads to students' independent work.

### **Action Step 2**

Review and modify the schedule of ESOL services at the elementary level.

#### **Person or Persons Responsible**

Deland Innocent-Instructional Supervisor Elaine Adderly-APC Principal

#### **Target Dates or Schedule**

11/05/2013

#### **Evidence of Completion**

A chart that clearly shows grouping of ELLs in grades 3-5 to maximize services to ESOL level 1 and 2 students during the LA block.

### **Action Step 3**

Secondary teachers will plan and deliver effective lessons using District Pacing Guides and appropriate curriculum materials.

#### **Person or Persons Responsible**

Tanya Mellerson, Reading Coach Sharon Scruggs-Williams, Instructional Supervisor Kim Mckinnis, Curriculum Support Specialist Teachers Principal/APs

#### **Target Dates or Schedule**

11/05/2013

#### **Evidence of Completion**

Observable instructional practices that exhibit classroom systems and routines to facilitate student ownership and independence while available time is maximized in service of learning.

### **Action Step 4**

Third grade teachers will deliver instruction aligned to the elementary school-site instructional schedule.

#### **Person or Persons Responsible**

Tanya Mellerson, Reading Coach Sharon Scruggs-Williams, Instructional Supervisor Kim Mckinnis, Curriculum Support Specialist Teachers Principal/APs

#### **Target Dates or Schedule**

11/5/13

#### **Evidence of Completion**

Teachers are delivering instruction following the assigned schedule as evidenced through lesson plans and observations.

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

District support team will review lesson plans and curriculum materials to ensure teachers are implementing strategy effectively.

#### **Person or Persons Responsible**

Tanya Mellerson, Reading Coach Sharon Scruggs-Williams, Instructional Supervisor Kim Mckinnis, Curriculum Support Specialist Teachers Principal/APs

#### **Target Dates or Schedule**

November 5, 2013

#### **Evidence of Completion**

Observable instructional practices that exhibit classroom systems and routines to facilitate student ownership and independence while available time is maximized in service of learning.

### **Plan to Monitor Effectiveness of G2.B1.S1**

District Support Team will review lesson plans and student folder/journals to ensure teachers are implementing strategy effectively. As a result of the the data reports PD will be provided on an ongoing basis.

#### **Person or Persons Responsible**

Tanya Mellerson, Reading Coach Sharon Scruggs-Williams, Instructional Supervisor Kim Mckinnis, Curriculum Support Specialist Teachers Principal/APs

#### **Target Dates or Schedule**

November 5, 2013

#### **Evidence of Completion**

Observable instructional practices and lesson plans reflect specific strategies (mini-lessons) that target identified writing deficiencies.

**G2.B1.S2** Students will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

### **Action Step 1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

#### **Facilitator:**

Mrs. Mellerson

#### **Participants:**

MTSS/Rtl Leadership Team

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2**

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the the data reports PD will be provided on an ongoing basis.

#### **Person or Persons Responsible**

MTSS/Rtl Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 5, 2014 Monitoring monthly

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

## Plan to Monitor Effectiveness of G2.B1.S2

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the the data reports PD will be provided on an ongoing basis.

### Person or Persons Responsible

MTSS/Rtl Leadership Team

### Target Dates or Schedule

Aug. 19, 2013 - June 5, 2014 After District Interim Assessment

### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G2.B1.S3** Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

### Action Step 1

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points

### Person or Persons Responsible

MTSS/Rtl Leadership Team

### Target Dates or Schedule

Aug. 19, 2013 – June 5, 2014

### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

### Facilitator:

Ms. Mellerson

### Participants:

MTSS/Rtl Leadership Team

### **Plan to Monitor Fidelity of Implementation of G2.B1.S3**

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the the data reports PD will be provided on an ongoing basis.

#### **Person or Persons Responsible**

MTSS/RtI Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 5, 2014 Monitoring bi-weekly

#### **Evidence of Completion**

Student journals/folders will be monitored along with student test results on District Interim Assessment

### **Plan to Monitor Effectiveness of G2.B1.S3**

The leadership team will collect the data from the assessments listed in the evidence box. This data will be used to determine if the strategies employed is effective. If effective teachers will continue implementation. However, if effectiveness is not attained the strategy will be modified or completely changed accordingly.

#### **Person or Persons Responsible**

MTSS/RtI Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 5, 2014 After District Interim Assessment

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G2.B2** FCAT 2.0 actual performance: 20% and targeted goal for 2014 is 26%. After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (FCAT 2.0 Level 4 and above) need improvement in Reporting Category 2, Reading Application (Text structure/Organizational patterns).

**G2.B2.S1** Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.

### **Action Step 1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

#### **Facilitator:**

Mrs. Mellerson

#### **Participants:**

MTSS/RtI Leadership Team

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

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

#### **Person or Persons Responsible**

MTSS/RtI Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014



## Plan to Monitor Effectiveness of G2.B2.S1

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

### Person or Persons Responsible

MTSS/Rtl Leadership Team

### Target Dates or Schedule

Aug. 19, 2013 - June 6, 2014 On-going

### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G2.B3** FCAT 2.0 actual performance: 63% and targeted goal for 2014 is 67%. After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (Learning gains) need improvement in Reporting Category 2, Reading Application (Comparing and Contrasting).

**G2.B3.S1** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

### Action Step 1

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Aug. 19, 2013 - June 6, 2014 On-going

### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

### Facilitator:

Mrs. Mellerson

### Participants:

MTSS/Rtl Leadership Team

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

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

#### **Person or Persons Responsible**

MTSS/RtI Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

### **Plan to Monitor Effectiveness of G2.B3.S1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points.

#### **Person or Persons Responsible**

MTSS/RtI Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G2.B4** FCAT 2.0 actual performance: 60% and targeted goal for 2014 is 64%. After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (Learning gains lowest 25%) need improvement in Reporting Category 2, Reading Application (Cause and Effect).

**G2.B4.S1** Teachers should help students use graphic organizers to recognize cause and effect in the text.

### **Action Step 1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main point.

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

#### **Facilitator:**

Ms. Mellerson

#### **Participants:**

MTSS/RtI Leadership Team

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

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis..

#### **Person or Persons Responsible**

MTSS/RtI Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

## Plan to Monitor Effectiveness of G2.B4.S1

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

### Person or Persons Responsible

MTSS/Rtl Leadership Team

### Target Dates or Schedule

Aug. 19, 2013 - June 6, 2014 On-going

### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G2.B5** FCAT 2.0 actual performance: 46% and targeted goal for 2014 is 51%. After examining grades three – eight CELLA data, it is evident that students achieving proficiency (listening/speaking) need improvement in Repetition and Role Play.

**G2.B5.S1** Allow all students to use oral language through choral repetition, chants, songs or speaking within a group. Teachers will repeat directions so that second-language learners have more time for processing and an opportunity to confirm or correct perception. Students determine the actions of their characters based on their characterization, and the actions succeed or fail according to a formal system of rules and guidelines.

### Action Step 1

Reading teachers will apply the practice of justifying answers through the text for support. Additionally, teachers will model the appropriate use of graphic organizers to see patterns and summarize the main points

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Aug. 19, 2013 - June 6, 2014 On-going

### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

### Facilitator:

Ms. Mellerson

### Participants:

MTSS/Rtl Leadership Team

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

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

#### **Person or Persons Responsible**

MTSS/Rtl Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

### **Plan to Monitor Effectiveness of G2.B5.S1**

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

#### **Person or Persons Responsible**

MTSS/Rtl Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G2.B6** FCAT 2.0 actual performance: 24% and targeted goal for 2014 is 32%. After examining grades three – eight CELLA data, it is evident that students achieving proficiency (Reading) need improvement in retelling.

**G2.B6.S1** The students will be provided additional contextual information in the form of a visual which will make story retelling and comprehension task easier.

### **Action Step 1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

#### **Facilitator:**

Mrs. Mellerson

#### **Participants:**

MTSS/RtI Leadership Team

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

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

#### **Person or Persons Responsible**

MTSS/RtI Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

## Plan to Monitor Effectiveness of G2.B6.S1

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

### Person or Persons Responsible

MTSS/Rtl Leadership Team

### Target Dates or Schedule

Aug. 19, 2013 - June 6, 2014 On-going

### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G2.B7** FCAT 2.0 actual performance: 16% and targeted goal for 2014 is 24%. After examining grades three – eight CELLA data, it is evident that students achieving proficiency (Writing) need improvement in focus.

**G2.B7.S1** Students will utilize graphic organizer that can be filled in on a form or written as a list. The organizer gives the student another way to see the information. Some of the organizers allow for the information to be written or drawn. This allows students with different levels of language proficiency to use them effectively.

### Action Step 1

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Aug. 19, 2013 - June 6, 2014 On-going

### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

### Facilitator:

Mrs. Mellerson

### Participants:

MTSS/Rtl Leadership Team

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

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

#### **Person or Persons Responsible**

MTSS/RtI Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

### **Plan to Monitor Effectiveness of G2.B7.S1**

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

#### **Person or Persons Responsible**

MTSS/RtI Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014



**G2.B8** FCAT 2.0 actual performance: Black: 43% and targeted goal for 2014 is 59%; Hispanic: 45% and targeted goal for 2014 is 65%; ELL: 30% and targeted goal for 2014 is 49%; SWD: 9% and targeted goal for 2014 is 42%; ED: 43% and targeted goal for 2014 is 58% After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (AMO's) need improvement in Reporting Category 2, Reading Application (Author's Purpose).

**G2.B8.S1** Provide students opportunities to: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

### **Action Step 1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points.

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

#### **Facilitator:**

Mrs. Mellerson

#### **Participants:**

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

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis

#### **Person or Persons Responsible**

MTSS/RtI Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

## Plan to Monitor Effectiveness of G2.B8.S1

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis

### Person or Persons Responsible

MTSS/RtI Leadership Team .

### Target Dates or Schedule

Aug. 19, 2013 - June 6, 2014 On-going

### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G3.** In grades four and eight, 47 percent of students scored at a level 3.5 or above on the 2013 administration of the FCAT 2.0 writing test. It is expected that 52 percent of students in grades four and eight will score at a level 3.5 or above on the 2013 adm

**G3.B1** FCAT 2.0 actual performance 47%: (4th and 8th); targeted goal 52%. After analyzing the 2013 FCAT Writing 2.0 results for grade 4 and grade 8 students combined demonstrated weakness in the area of conventions with regards to narrative in grade 4 and in organization with regards to persuasive writing in grade 8.

**G3.B1.S1** Plan for and deliver lessons that follow an instructional routine.

### Action Step 1

Fourth and eighth grade teachers should plan together to ensure that all teachers are following holistic scoring procedures.

### Person or Persons Responsible

Tanya Mellerson, Reading Coach Sharon Scruggs-Williams, Instructional Supervisor Kim Mckinnis, Curriculum Support Specialist Teachers Principal/APs

### Target Dates or Schedule

11/05/2013

### Evidence of Completion

Student writings that reflect corrective feedback aligned to holistic scoring procedures.

## Action Step 2

Fourth and eighth grade teachers should utilize data from the Baseline Writing Assessment to provide explicit writing instruction.

### Person or Persons Responsible

Tanya Mellerson, Reading Coach Sharon Scruggs-Williams, Instructional Supervisor Kim Mckinnis, Curriculum Support Specialist Teachers Principal/APs

### Target Dates or Schedule

11/05/2013

### Evidence of Completion

Observable instructional practices and lesson plans reflect specific strategies (mini-lessons) that target identified writing deficiencies.

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

District Support Team will review lesson plans and student folder/journals to ensure teachers are implementing strategy effectively. As a result of the the data reports PD will be provided on an ongoing basis.

### Person or Persons Responsible

Tanya Mellerson, Reading Coach Sharon Scruggs-Williams, Instructional Supervisor Kim Mckinnis, Curriculum Support Specialist Teachers Principal/Aps

### Target Dates or Schedule

November 5, 2013

### Evidence of Completion

Student writings that reflect corrective feedback aligned to holistic scoring procedures. Observable instructional practices and lesson plans reflect specific strategies (mini-lessons) that target identified writing deficiencies.

## Plan to Monitor Effectiveness of G3.B1.S1

District Support Team will review lesson plans and student folder/journals to ensure teachers are implementing strategy effectively. As a result of the the data reports PD will be provided on an ongoing basis.

### Person or Persons Responsible

Tanya Mellerson, Reading Coach Sharon Scruggs-Williams, Instructional Supervisor Kim Mckinnis, Curriculum Support Specialist Teachers Principal/Aps

### Target Dates or Schedule

November 5, 2013

### Evidence of Completion

Student writings that reflect corrective feedback aligned to holistic scoring procedures. Observable instructional practices and lesson plans reflect specific strategies (mini-lessons) that target identified writing deficiencies.

**G3.B1.S2** During writing instruction students will use a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions to develop focus and elaboration. The students will, also, receive grammar instruction and writing instruction for a variety of purposes.

### Action Step 1

Reading and language arts teachers will implement the strategy with the assistance of the Leadership Team.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Aug. 19, 2013 – June 5, 2014 Monthly

### Evidence of Completion

Formative: Pre, Mid, and Post Writing Assessments, Summative: FCAT Writing 2.0 2014

### Facilitator:

Ms. Mellerson

### Participants:

MTSS/Rtl Leadership Team

### **Plan to Monitor Fidelity of Implementation of G3.B1.S2**

Teachers will monitor student journals to ensure that effective writing processes are adhered to. Additionally, the leadership team will monitor the student's progress through pre-writing, mid-writing and post District writing assessments.

#### **Person or Persons Responsible**

MTSS/Rtl Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 5, 2014 Monthly

#### **Evidence of Completion**

Formative: Pre, Mid, and Post Writing Assessments, Summative: FCAT Writing 2.0 2014

### **Plan to Monitor Effectiveness of G3.B1.S2**

Leadership team will monitor student monthly writing assessments to ensure that effective writing processes are adhered to. Additionally, the leadership team will monitor the student's progress through pre-writing, mid-writing and post District writing assessments.

#### **Person or Persons Responsible**

MTSS/Rtl Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 5, 2014 Monthly

#### **Evidence of Completion**

Formative: Pre, Mid, and Post Writing Assessments, Summative: FCAT Writing 2.0 2014

**G3.B1.S3** Students will participate in writing camps based on organizing text

**Action Step 1**

Reading and language arts teachers will implement the strategy with the assistance of the Leadership Team.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Aug. 19, 2013 - June 5, 2014 Monthly

**Evidence of Completion**

Formative: Pre, Mid, and Post Writing Assessments, Summative: FCAT Writing 2.0 2014

**Facilitator:**

Mrs. Mellerson

**Participants:**

MTSS/Rtl Leadership Team

**Plan to Monitor Fidelity of Implementation of G3.B1.S3**

The leadership team will monitor the strategy on a continual basis. PD will be provided to ensure proper execution of the rubric.

**Person or Persons Responsible**

Formative: Pre, Mid, and Post Writing Assessments, Summative: FCAT Writing 2.0 2014

**Target Dates or Schedule**

Aug. 19, 2013 - June 5, 2014 Monthly

**Evidence of Completion**

Formative: Pre, Mid, and Post Writing Assessments, Summative: FCAT Writing 2.0 2014

### Plan to Monitor Effectiveness of G3.B1.S3

The administrative team will monitor student progress through writing assessment results.

#### Person or Persons Responsible

MTSS/RtI Leadership Team

#### Target Dates or Schedule

Aug. 19, 2013 - June 5, 2014 Monthly

#### Evidence of Completion

Formative: Pre, Mid, and Post Writing Assessments, Summative: FCAT Writing 2.0 2014

**G4.** In grades three – eight, 36 percent of the students achieved a level 3 or higher on the 2013 FCAT 2.0 Mathematics Test. It is expected that the number of grade three – eight students achieving a level 3 on the 2014 FCAT 2.0 will increase to 62 percent

**G4.B1** FCAT 2.0 actual performance: 25% and targeted goal for 2014 is 38%.: The students that earned a 3 on the FCAT 2.0 assessment need more opportunities to utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.

**G4.B1.S1** During lesson delivery, incorporate a variety of Higher Order Thinking Strategies (HOTS) (e.g., metacognition, critical thinking skills, student accountable talk, meaning making) that support the mathematics problem solving process.

#### Action Step 1

Math Coach/Math Supervisor will model HOTS that support the mathematics problem solving process.

#### Person or Persons Responsible

Ms. Crumpler , Math Coach/Ms. Diaz-Gonzalez, Math Supervisor

#### Target Dates or Schedule

10/11/2013

#### Evidence of Completion

Scheduled activity/lesson Lesson materials Student journal/notebook Student engagement in Mathematical Practices

### **Action Step 2**

During lesson delivery, effectively implement HOTS that support the mathematics problem solving process. Ensure that ESOL Levels 1 and 2 students receive appropriate support in their heritage language.

#### **Person or Persons Responsible**

Classroom teachers/ HLA Teacher, Ms. Adderly, A.P. Mr. Kosnitzky, A.P., Ms. Crumpler , Math Coach

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Detailed lesson plans Classroom walk throughs/observations Student journals/notebooks Student sample work

### **Action Step 3**

Utilize questions, statements, and/or actions that encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas (e.g. Math Talk from Go Math! and Learn It! From Holt McDougal)

#### **Person or Persons Responsible**

Classroom teachers/ Ms. Adderly, A.P. Mr. Kosnitzky, A.P., Ms. Crumpler , Math Coach

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Classroom walk throughs/observations Students journal reflections Student sample work

### **Action Step 4**

Administration will conduct walk throughs to monitor the use of HOTS during lesson delivery.

#### **Person or Persons Responsible**

Administration, Ms. Crumpler, Math Coach, Ms. Diaz-Gonzalez, Math Supervisor

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Lesson plans Student engagement in collaborative activities Evidence of use of probing questions during lesson delivery Student journal reflection



### **Action Step 5**

Incorporate HOT items in classroom assessments. Math coach will assist teachers in disaggregating data from different assessments which includes a variety of High/Moderate Complexity items and discuss results with teachers in order to adjust instruction.

#### **Person or Persons Responsible**

Classroom teachers and Ms. Crumpler, Math Coach

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Formative and summative assessments Interim assessments Data reports and Implementation of FCIM Data debriefing agendas, signing sheets Instructional action plan

### **Action Step 6**

Conduct collaborative planning session on the effective use of HOTS to support the mathematics problem solving process.

#### **Person or Persons Responsible**

Ms. Adderly, A.P. Mr. Kosnitzky, A.P., Ms. Crumpler, Math Coach.

#### **Target Dates or Schedule**

10/09/13

#### **Evidence of Completion**

Planning session agenda/reflection Planning development materials ( handouts/PowerPoint/ materials)

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

District support team will monitor the implementation of lesson delivery, incorporation of a variety of Higher Order Thinking Strategies (HOTS) (e.g., metacognition, critical thinking skills, student accountable talk, meaning making) that support the mathematics problem solving process.

#### **Person or Persons Responsible**

Mrs. Powell Ms. Diaz-Gonzalez, Math Supervisor Ms. Adderly, A.P. Mr. Kosnitzky, A.P., Classroom teachers HLA Teacher, Ms. Ms. Crumpler , Math Coach

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Observable instructional practices and lesson plans reflect specific strategies (mini-lessons) that target identified mathematic deficiencies.

## Plan to Monitor Effectiveness of G4.B1.S1

Administrative team will review data reports after each assessment to ensure teachers are implementing strategy effectively.

### Person or Persons Responsible

Mrs. Powell Ms. Diaz-Gonzalez, Math Supervisor Ms. Adderly, A.P. Mr. Kosnitzky, A.P., Classroom teachers HLA Teacher, Ms. Ms. Crumpler , Math Coach

### Target Dates or Schedule

On-going

### Evidence of Completion

Observable instructional practices and lesson plans reflect specific strategies (mini-lessons) that target identified mathematics deficiencies.

**G4.B1.S2** 3-5th Solve real-world problems using properties of equality and identify, interpret, compare, and analyze line graphs or double bar graphs to represent a given set of data 6-8th Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry concepts and conversions in measurement systems

### Action Step 1

Mathematics teachers will ensure that students are utilizing interactive journals to address real-world problems. Additionally, teachers will ensure student access to all technology programs.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

August 19, 2013 - June 5, 2014 Monthly

### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment,  
Summative: FCAT Math 2.0 2014

### Facilitator:

Ms. Crumpler

### Participants:

MSS/RTI Team

### **Plan to Monitor Fidelity of Implementation of G4.B1.S2**

The leadership team monitor the effective use of student interactive journals and other appropriate resources.

#### **Person or Persons Responsible**

MSS/RTI Team

#### **Target Dates or Schedule**

August 19, 2013 - June 5, 2014 Monthly

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment Summative: FCAT Math 2.0 2014

### **Plan to Monitor Effectiveness of G4.B1.S2**

The leadership team will monitor student interactive journals and other appropriate resources to ensure effective usage.

#### **Person or Persons Responsible**

MSS/RTI Team

#### **Target Dates or Schedule**

August 19, 2013 - June 5, 2014 Monthly

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment Summative: FCAT Math 2.0 2014

**G4.B1.S3** Adhere to instructional focus calendar. Modify instructions to increase exposure to lowest performed benchmarks.

**Action Step 1**

Mathematics teachers will modify instructions to include focused lessons on lowest benchmarks . Additionally, teachers will ensure student access to all technology programs.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

March 10, 2014 - June 5, 2014

**Evidence of Completion**

Formative: Monthly Benchmark Assessment, Interim Assessment, Summative: FCAT 2.0 Mathematics 2014

**Plan to Monitor Fidelity of Implementation of G4.B1.S3**

The leadership team will monitor student folder and other appropriate resources.

**Person or Persons Responsible**

MSS/RTI Team

**Target Dates or Schedule**

March 10, 2014 - June 5, 2014 Monthly

**Evidence of Completion**

Formative: Bi-weekly/Monthly Assessments Summative: FCAT 2.0 Mathematics 2014 FCAT Math 2.0 2014

**Plan to Monitor Effectiveness of G4.B1.S3**

The leadership team will monitor student interactive journals and other appropriate resources to ensure effective usage.

**Person or Persons Responsible**

MSS/RTI Team

**Target Dates or Schedule**

March 10, 2014 - June 5, 2014 Monthly

**Evidence of Completion**

Formative: Monthly Benchmark Assessment Summative:FCAT Mathematics 2.0 Assessment 2014

**G4.B2** FCAT 2.0 actual performance: 18% and targeted goal for 2014 is 24%.: The students that earned a 4 or above on the FCAT 2.0 assessment need more opportunities to utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.

**G4.B2.S1** 3-5th: Provide opportunities for students to perform a two-step unit conversion (linear, weight/ mass, and time) within the same measurement system and determine elapsed time 6-8th: Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning when formulating conjectures on the relationships of geometric concepts.

### **Action Step 1**

Mathematics teachers will ensure that students are utilizing interactive journals to address real-world problems. Additionally, teachers will ensure student access to all technology programs

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

#### **Facilitator:**

Ms. Crumpler

#### **Participants:**

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

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis. .

#### **Person or Persons Responsible**

MTSS/Rtl Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

## Plan to Monitor Effectiveness of G4.B2.S1

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

### Person or Persons Responsible

MTSS/Rtl Leadership Team

### Target Dates or Schedule

Aug. 19, 2013 - June 6, 2014 On-going

### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G4.B3** FCAT 2.0 actual performance: 46% and targeted goal for 2014 is 61% (Black); FCAT 2.0 actual performance: 44% and targeted goal for 2014 is 88%(Hispanic); FCAT 2.0 actual performance: 35% and targeted goal for 2014 is 53% (ELL); FCAT 2.0 actual performance: 9% and targeted goal for 2014 is 38% (SWD); FCAT 2.0 actual performance: 45% and targeted goal for 2014 is 62% (ED): The students that earned a AMO'S on the FCAT 2.0 assessment need more opportunities to utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.

**G4.B3.S1** Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding geometry terminology.

### Action Step 1

Mathematics teachers will ensure that students are utilizing interactive journals to address real-world problems. Additionally, teachers will ensure student access to all technology programs.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Aug. 19, 2013 - June 6, 2014 On-going

### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

### Facilitator:

Ms. Crumpler

### Participants:

MTSS/Rtl Leadership Team

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

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

#### Person or Persons Responsible

MTSS/Rtl Leadership Team

#### Target Dates or Schedule

Aug. 19, 2013 - June 6, 2014 On-going

#### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

### Plan to Monitor Effectiveness of G4.B3.S1

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

#### Person or Persons Responsible

MTSS/Rtl Leadership Team

#### Target Dates or Schedule

Aug. 19, 2013 - June 6, 2014 On-going

#### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G4.B4** FCAT 2.0 actual performance: 59% and targeted goal for 2014 is 63%.: The students that earned a (Learning Gains) on the FCAT 20. assessment need more opportunities to utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.

### G4.B4.S1

#### Action Step 1

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G4.B4.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**



**G4.B5** FCAT 2.0 actual performance: 59% and targeted goal for 2014 is 63%.: The students that earned a (Lowest 25%) on the FCAT 2.0 assessment need more opportunities to utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.

**G4.B5.S1** 3-5th: perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours. 6-8th: Identify students in the lowest 25% and use an in-school intervention tutorial program (such as Compass Learning) to address the mathematics deficiencies particularly in the areas of statistics and probability as indicated by data reports.

### **Action Step 1**

Mathematics teachers will ensure that students are utilizing interactive journals to address real-world problems. Additionally, teachers will ensure student access to all technology programs.

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

#### **Facilitator:**

Ms. Crumpler

#### **Participants:**

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

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

#### **Person or Persons Responsible**

MTSS/Rtl Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

### Plan to Monitor Effectiveness of G4.B5.S1

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

#### Person or Persons Responsible

MTSS/RtI Leadership Team

#### Target Dates or Schedule

Aug. 19, 2013 - June 6, 2014 On-going

#### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G4.B5.S2** During push-in and pull out intervention ensure that lesson delivery is effectively implemented regarding problem solving protocol, with a focus on lowest performed benchmarks.

#### Action Step 1

Mathematics teachers will ensure that the interventionists are effectively utilize in promoting targeted instruction.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

March 10, 2014 - June 5, 2014 Monthly

#### Evidence of Completion

Formative: Monthly Benchmark Assessment Summative: FCAT 2.0 Mathematics 2014

### Plan to Monitor Fidelity of Implementation of G4.B5.S2

The leadership team will monitor the interventionist schedules with fidelity.

#### Person or Persons Responsible

MSS/RTI Team

#### Target Dates or Schedule

March 10, 2014 - June 5, 2014 Monthly

#### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment Summative:FCAT Math 2.0 2014

## **Plan to Monitor Effectiveness of G4.B5.S2**

The leadership team will monitor student interactive journals and other appropriate resources to ensure effective usage.

### **Person or Persons Responsible**

MSS/RTI Team

### **Target Dates or Schedule**

March 10, 2014 - June 5, 2014 Monthly

### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment Summative: FCAT Mathematics 2.0 2014

**G5.** In grade eight, 74 percent of the students achieved a level 3 or higher on the Algebra Test. It is expected that the number of grade eight students achieving a level 3 or higher on the 2013 administration of the Algebra EOC Test will increase by one perc

**G5.B1** The students need more opportunities to Use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving polynomials. Provisions are needed for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

**G5.B1.S1** The students will be provided opportunities to practice the content so they will be able to: • Apply the laws of exponents to simplify monomial expressions with integral exponents. • Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

### **Action Step 1**

Algebra 1 teacher will ensure that students are utilizing interactive journals with all lessons. Additionally, teachers will ensure student access to all technology programs.

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

August 19, 2013 - June 5, 2014 Monthly

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment  
Summative: Algebra EOC 2014

#### **Facilitator:**

Ms. Crumpler

#### **Participants:**

MSS/RTI Team

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

The leadership team will ensure that students are utilizing interactive journals and other appropriate resources.

#### **Person or Persons Responsible**

MSS/RTI Team

#### **Target Dates or Schedule**

August 19, 2013 - June 5, 2014 Monthly

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment Summative: Algebra EOC 2014

### **Plan to Monitor Effectiveness of G5.B1.S1**

The leadership team will monitor student interactive journals and other appropriate resources.

#### **Person or Persons Responsible**

MSS/RTI Team

#### **Target Dates or Schedule**

August 19, 2013 - June 5, 2014 Monthly

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment Summative: Algebra EOC 2014

**G6.** The school will reduce the percentage of students missing 10% of instructional time, receiving behavior referrals or failing a middle school math or language arts course by 1% and lower its PreK-5 retention rate by 2%.

**G6.B1** In 2013 71 or 7% of the students missed 10% of instructional time. The school will decrease the number of students in this category by 1%.

**G6.B1.S1** The school will utilize a school wide Code of Student Conduct. that incorporates a proactive incentive-based approach to address Early Warning System Issues.

**Action Step 1**

The school will provide group counseling opportunities which address academic, attendance and behavior.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Cognos Reports

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

The administrative team will facilitate the development of curricular activities which address academics, attendance and behavior

**Person or Persons Responsible**

MSS/RTI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Cognos Reports

### Plan to Monitor Effectiveness of G6.B1.S1

MSS/RTI Team will target students for effectiveness.

**Person or Persons Responsible**

MSS/RTI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Cognos Reports

**G6.B2** in 2013 19 or 3% of the students in grades 3-5 were retained. The school will reduce the number of students retained by 1%.

**G6.B2.S1** The school will utilize a school wide Code of Student Conduct. that incorporates a proactive incentive-based approach to address Early Warning System Issues.

**Action Step 1**

The school will provide group counseling opportunities which address academic, attendance and behavior.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Cognos Reports

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

The administrative team will facilitate the development of curricular activities which address academics, attendance and behavior

**Person or Persons Responsible**

MSS/RTI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Cognos Reports

## Plan to Monitor Effectiveness of G6.B2.S1

Ongoing

### Person or Persons Responsible

MSS/RTI Team will target students for effectiveness.

### Target Dates or Schedule

MSS/RTI Team

### Evidence of Completion

Cognos Reports

**G6.B3** In 2013 51 or 53% of the grade 3 students were not proficient in reading. The school will reduce students in this category by 5%.

**G6.B3.S1** The school will utilize a school wide Code of Student Conduct that incorporates a proactive incentive-based approach to address Early Warning System Issues.

### Action Step 1

The school will provide group counseling opportunities which address academic, attendance and behavior

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Cognos Reports

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

The administrative team will facilitate the development of curricular activities which address academics, attendance and behavior

### Person or Persons Responsible

MSS/RTI Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Cognos Reports



## Plan to Monitor Effectiveness of G6.B3.S1

Ongoing

### Person or Persons Responsible

MSS/RTI Team will target students for effectiveness.

### Target Dates or Schedule

MSS/RTI Team

### Evidence of Completion

Cognos Reports

**G6.B4** In 2013 202 or 21 students had 2 or more behavior referrals/one or more that lead to suspension. The school will decrease the number of students in this category by 1%.

**G6.B4.S1** The school will utilize a school wide Code of Student Conduct that incorporates a proactive incentive-based approach to address Early Warning System Issues.

### Action Step 1

The school will provide group counseling opportunities which address academic, attendance and behavior.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Cognos Reports

## Plan to Monitor Fidelity of Implementation of G6.B4.S1

The administrative team will facilitate the development of curricular activities which address academics, attendance and behavior

### Person or Persons Responsible

MSS/RTI Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Cognos Reports

## Plan to Monitor Effectiveness of G6.B4.S1

Ongoing

### Person or Persons Responsible

MSS/RTI Team will target students for effectiveness.

### Target Dates or Schedule

MSS/RTI Team

### Evidence of Completion

Cognos Reports

**G7.** In grade five, 33 percent of students achieved a level 3 or higher on the 2013 admin of the FCAT 2.0 Science Test. It is expected that the number of students achieving level 3 or higher on the 2014 admin. will increase to 33%

**G7.B1** FCAT actual: 18% Targeted AMO: 23%: Level 3: The students greatest area of opportunity for improvement is in the area of Life Science. Students need more hands-on opportunities to explore and investigate real world science in a more purposeful and engaging manner.

**G7.B1.S1** Students need more hands-on opportunities to explore and investigate real world science in a more purposeful and engaging manner.

### Action Step 1

Provide teachers with professional development for effective collaborative planning and effective use of Interactive Science Journals to increase rigor in science writing for grades K-8.

### Person or Persons Responsible

CSS/Keisha Kidd & Dane Jaber

### Target Dates or Schedule

10/16/2013

### Evidence of Completion

Agenda Sign-in sheet

## Action Step 2

Provide multiple opportunities for inquiry based learning during instruction. Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning). Conduct routine walkthroughs to ensure implementation of effective science instruction (hands-on inquiry, collaborative planning, and student work).

### Person or Persons Responsible

Teachers Principal's/AP

### Target Dates or Schedule

11/05/2013

### Evidence of Completion

Student journals Authentic student work samples Lesson plans Walk through logs

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

District support team will monitor for fidelity of implementation. PD will be provided to teacher in need of further assistance.

### Person or Persons Responsible

CSS/Keisha Kidd & Dane Jaber Teachers Principal AP

### Target Dates or Schedule

10-16-13 through 11-5-13

### Evidence of Completion

The team will monitor agendas, student journals, authentic student work samples and lesson plans.

## Plan to Monitor Effectiveness of G7.B1.S1

District support team will monitor for effectiveness. PD will be provided to teacher in need of further assistance.

### Person or Persons Responsible

CSS/Keisha Kidd & Dane Jaber Teachers Principal AP

### Target Dates or Schedule

10-16-13 through 11-5-13

### Evidence of Completion

The team will monitor agendas, student journals, authentic student work samples and lesson plans.

**G7.B1.S2** Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.). Incorporate interactive journals with every lesson.

**Action Step 1**

Science teachers will ensure that students are utilizing interactive journals with all lessons. Additionally, teachers will ensure student access to all technology programs.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Aug. 19, 2013 – June 5, 2014 Monthly

**Evidence of Completion**

Formative: Science Interim Assessments, Summative: FCAT Science 2.0 2014

**Facilitator:**

Ms. Crumpler

**Participants:**

MTSS/Rtl Leadership Team

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

The leadership team will monitor students interactive journals and ensure that all programs are utilized with fidelity. PD will be provided for effective usage of interactive journals and computer-based programs.

**Person or Persons Responsible**

MTSS/Rtl Leadership Team

**Target Dates or Schedule**

Aug. 19, 2013 – June 5, 2014 Monthly

**Evidence of Completion**

Formative: Pre, Mid, and Post Writing Assessments, Summative: FCAT Science 2.0 2014

## Plan to Monitor Effectiveness of G7.B1.S2

The leadership team will monitor data derived from Interim and other benchmark assessments.

### Person or Persons Responsible

MTSS/RtI Leadership Team

### Target Dates or Schedule

Aug. 19, 2013 – June 5, 2014 Monthly

### Evidence of Completion

Formative: Science Interim Assessments, Summative: FCAT Science 2.0 2014

**G7.B2** FCAT actual: 10% Targeted AMO: 12%: Level 4-5: The students greatest area of opportunity for improvement is in the area of Life Science. Students need more enrichment opportunities to explore and investigate real world science in a more purposeful and engaging manner.

**G7.B2.S1** Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs.

### Action Step 1

Science teachers will ensure that students are utilizing interactive journals will all lessons. Additionally, teachers will ensure student access to all technology programs.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Aug. 19, 2013 - June 6, 2014 On-going

### Evidence of Completion

Formative: Science Interim Assessments, Summative: FCAT 2.0 2014

### Facilitator:

Ms. Crumpler

### Participants:

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

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

**Person or Persons Responsible**

MTSS/RtI Leadership Team

**Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

**Evidence of Completion**

Formative: Science Interim Assessments, Summative: FCAT 2.0 2014

### **Plan to Monitor Effectiveness of G7.B2.S1**

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

**Person or Persons Responsible**

MTSS/RtI Leadership Team

**Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

**Evidence of Completion**

Formative: Science Interim Assessments, Summative: FCAT 2.0 2014

**G8.** The school will increase the school's involvement in science related activities by 10%.

**G8.B1** Students are limited on the competitive level of science activities that enhance depth of knowledge and increase awareness of science content.

**G8.B1.S1** Involve students to participate in district and regional science fair activities, and other types of mathematics and science competitions.

**Action Step 1**

Lab Based Activities

**Person or Persons Responsible**

Select Science Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Science Projects

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

Gizmos Activities tailored to science or math themes projects

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative: Science Interim Assessments. Summative: 2014 Science FCAT 2.0

**Plan to Monitor Effectiveness of G8.B1.S1**

Journal Books

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative: Science Interim Assessments. Summative: 2014 Science FCAT 2.0

**G9.** Our goal for 2013-2014 school year is to increase the number of career and technical education experiences provided for students.

**G9.B1** Students have limited opportunities to learn about future careers.

**G9.B1.S1** Provide opportunities for students to learn about future careers through the implementation of guest speakers and career days.

**Action Step 1**

Plan career events for elementary and middle school students.

**Person or Persons Responsible**

Teachers and counselors

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

School calendar of events.

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

Monitor school calendar of events

**Person or Persons Responsible**

MTSS/Leadership team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Log of guest speakers and presenters Classroom observations

**Plan to Monitor Effectiveness of G9.B1.S1**

Attend career events and guest speaker presentations

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Feedback from teachers, students and guest speakers and presenters



**G10.** In grade eight, 22 percent of students achieved level 3 or higher on the 2013 admin. of the FCAT 2.0 Science Test. It is expected that the number of students achieving level 3 or higher on the 2014 FCAT 2.0 Science Test will increase to 32 percent.

**G10.B1** FCAT level 3: Actual 11% Targeted 16%. Students need more problem-based investigations to explore real world science in a more purposeful and engaging manner. Students need more opportunities to investigate the nature of science; to design and develop science and engineering projects to increase scientific thinking and implementation of inquiry-based activities.

**G10.B1.S1** Apply scientific thinking to evaluate an investigation; evaluate an experiment for flaws and identify those flaws.

### **Action Step 1**

Science teachers will ensure that students are utilizing interactive journals will all lessons. Additionally, teachers will ensure student access to all technology programs.

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Aug. 19, 2013 – June 5, 2014 Monthly

#### **Evidence of Completion**

Formative: Pre, Mid, and Post Writing Assessments, Summative: FCAT Writing 2.0 2014

#### **Facilitator:**

Ms. Crumpler

#### **Participants:**

MTSS/Rtl Leadership Team

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

The leadership team will ensure that students are utilizing interactive journals and appropriate technology programs.

#### **Person or Persons Responsible**

MTSS/Rtl Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 – June 5, 2014 Monthly

#### **Evidence of Completion**

Formative: Pre, Mid, and Post Writing Assessments, Summative: FCAT Writing 2.0 2014

## Plan to Monitor Effectiveness of G10.B1.S1

The leadership team will monitor student interactive journals and appropriate technology programs.

### Person or Persons Responsible

MTSS/RtI Leadership Team

### Target Dates or Schedule

Aug. 19, 2013 – June 5, 2014 Monthly

### Evidence of Completion

Formative: Pre, Mid, and Post Writing Assessments, Summative: FCAT Writing 2.0 2014

**G10.B2** FCAT level 4-5: Actual 10% Targeted 12%. Students need more problem-based investigations to explore real world science in a more purposeful and engaging manner. Students need more opportunities to investigate the nature of science; to design and develop science and engineering projects to increase scientific thinking and implementation of inquiry-based activities.

**G10.B2.S1** Ensure that students write lab conclusions with claim-evidence-reasoning included for all investigations, as delineated by Common Core Standards

### Action Step 1

Science teachers will ensure that students are utilizing interactive journals will all lessons. Additionally, teachers will ensure student access to all technology programs.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Aug. 19, 2013 - June 6, 2014 On-going

### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

### Facilitator:

Ms. Crumpler

### Participants:

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

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

#### **Person or Persons Responsible**

MTSS/Rtl Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

### **Plan to Monitor Effectiveness of G10.B2.S1**

Leadership team will review data reports after each assessment to ensure teachers are implementing strategy effectively. As a result of the data reports PD will be provided on an ongoing basis.

#### **Person or Persons Responsible**

MTSS/Rtl Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

## Coordination and Integration

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

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

Services are provided here at Linda Lentin K-8 Center to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents at Linda Lentin K-8 Center and District meetings to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title III

Schools are to review the services provided with Title III funds and select from the items listed below for

inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's

Housing Programs

N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

School Improvement Grant Fund/School Improvement Grant Initiative

Linda Lentin K-8 Center receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated Instruction/Intervention, classroom libraries, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G2.** In grades three – eight, 44 percent of students achieved a level 3 or higher on the 2013 FCAT 2.0 Reading Test. It is expected that the number of grade three – eight students achieving a level three or higher on the 2014 FCAT will increase to 59 percent

**G2.B1** FCAT 2.0 actual performance: 23% and targeted goal for 2014 is 34%. After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (FCAT 2.0 Level 3) need improvement in Reporting Category 2, Reading Application (Author's point of view).

**G2.B1.S2** Students will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

### PD Opportunity 1

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points

#### Facilitator

Mrs. Mellerson

#### Participants

MTSS/Rtl Leadership Team

#### Target Dates or Schedule

Aug. 19, 2013 - June 6, 2014 On-going

#### Evidence of Completion

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G2.B1.S3** Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

### **PD Opportunity 1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points

#### **Facilitator**

Ms. Mellerson

#### **Participants**

MTSS/RtI Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 – June 5, 2014

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014



**G2.B2** FCAT 2.0 actual performance: 20% and targeted goal for 2014 is 26%. After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (FCAT 2.0 Level 4 and above) need improvement in Reporting Category 2, Reading Application (Text structure/Organizational patterns).

**G2.B2.S1** Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.

### **PD Opportunity 1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points

#### **Facilitator**

Mrs. Mellerson

#### **Participants**

MTSS/RtI Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G2.B3** FCAT 2.0 actual performance: 63% and targeted goal for 2014 is 67%. After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (Learning gains) need improvement in Reporting Category 2, Reading Application (Comparing and Contrasting).

**G2.B3.S1** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

### **PD Opportunity 1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points.

#### **Facilitator**

Mrs. Mellerson

#### **Participants**

MTSS/Rtl Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G2.B4** FCAT 2.0 actual performance: 60% and targeted goal for 2014 is 64%. After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (Learning gains lowest 25%) need improvement in Reporting Category 2, Reading Application (Cause and Effect).

**G2.B4.S1** Teachers should help students use graphic organizers to recognize cause and effect in the text.

### **PD Opportunity 1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main point.

#### **Facilitator**

Ms. Mellerson

#### **Participants**

MTSS/RtI Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G2.B5** FCAT 2.0 actual performance: 46% and targeted goal for 2014 is 51%. After examining grades three – eight CELLA data, it is evident that students achieving proficiency (listening/speaking) need improvement in Repetition and Role Play.

**G2.B5.S1** Allow all students to use oral language through choral repetition, chants, songs or speaking within a group. Teachers will repeat directions so that second-language learners have more time for processing and an opportunity to confirm or correct perception. Students determine the actions of their characters based on their characterization, and the actions succeed or fail according to a formal system of rules and guidelines.

### **PD Opportunity 1**

Reading teachers will apply the practice of justifying answers through the text for support. Additionally, teachers will model the appropriate use of graphic organizers to see patterns and summarize the main points

#### **Facilitator**

Ms. Mellerson

#### **Participants**

MTSS/Rtl Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G2.B6** FCAT 2.0 actual performance: 24% and targeted goal for 2014 is 32%. After examining grades three – eight CELLA data, it is evident that students achieving proficiency (Reading) need improvement in retelling.

**G2.B6.S1** The students will be provided additional contextual information in the form of a visual which will make story retelling and comprehension task easier.

### **PD Opportunity 1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points

#### **Facilitator**

Mrs. Mellerson

#### **Participants**

MTSS/RtI Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G2.B7** FCAT 2.0 actual performance: 16% and targeted goal for 2014 is 24%. After examining grades three – eight CELLA data, it is evident that students achieving proficiency (Writing) need improvement in focus.

**G2.B7.S1** Students will utilize graphic organizer that can be filled in on a form or written as a list. The organizer gives the student another way to see the information. Some of the organizers allow for the information to be written or drawn. This allows students with different levels of language proficiency to use them effectively.

### **PD Opportunity 1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points

#### **Facilitator**

Mrs. Mellerson

#### **Participants**

MTSS/Rtl Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G2.B8** FCAT 2.0 actual performance: Black: 43% and targeted goal for 2014 is 59%; Hispanic: 45% and targeted goal for 2014 is 65%; ELL: 30% and targeted goal for 2014 is 49%; SWD: 9% and targeted goal for 2014 is 42%; ED: 43% and targeted goal for 2014 is 58% After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (AMO's) need improvement in Reporting Category 2, Reading Application (Author's Purpose).

**G2.B8.S1** Provide students opportunities to: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

### **PD Opportunity 1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points.

#### **Facilitator**

Mrs. Mellerson

#### **Participants**

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G3.** In grades four and eight, 47 percent of students scored at a level 3.5 or above on the 2013 administration of the FCAT 2.0 writing test. It is expected that 52 percent of students in grades four and eight will score at a level 3.5 or above on the 2013 adm

**G3.B1** FCAT 2.0 actual performance 47%: (4th and 8th); targeted goal 52%. After analyzing the 2013 FCAT Writing 2.0 results for grade 4 and grade 8 students combined demonstrated weakness in the area of conventions with regards to narrative in grade 4 and in organization with regards to persuasive writing in grade 8.

**G3.B1.S2** During writing instruction students will use a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions to develop focus and elaboration. The students will, also, receive grammar instruction and writing instruction for a variety of purposes.

### **PD Opportunity 1**

Reading and language arts teachers will implement the strategy with the assistance of the Leadership Team.

#### **Facilitator**

Ms. Mellerson

#### **Participants**

MTSS/Rtl Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 – June 5, 2014 Monthly

#### **Evidence of Completion**

Formative: Pre, Mid, and Post Writing Assessments, Summative: FCAT Writing 2.0 2014



**G3.B1.S3** Students will participate in writing camps based on organizing text

**PD Opportunity 1**

Reading and language arts teachers will implement the strategy with the assistance of the Leadership Team.

**Facilitator**

Mrs. Mellerson

**Participants**

MTSS/Rtl Leadership Team

**Target Dates or Schedule**

Aug. 19, 2013 - June 5, 2014 Monthly

**Evidence of Completion**

Formative: Pre, Mid, and Post Writing Assessments, Summative: FCAT Writing 2.0 2014

**G4.** In grades three – eight, 36 percent of the students achieved a level 3 or higher on the 2013 FCAT 2.0 Mathematics Test. It is expected that the number of grade three – eight students achieving a level 3 on the 2014 FCAT 2.0 will increase to 62 percent

**G4.B1** FCAT 2.0 actual performance: 25% and targeted goal for 2014 is 38%.: The students that earned a 3 on the FCAT 2.0 assessment need more opportunities to utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.

**G4.B1.S2** 3-5th Solve real-world problems using properties of equality and identify, interpret, compare, and analyze line graphs or double bar graphs to represent a given set of data 6-8th Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry concepts and conversions in measurement systems

### **PD Opportunity 1**

Mathematics teachers will ensure that students are utilizing interactive journals to address real-world problems. Additionally, teachers will ensure student access to all technology programs.

#### **Facilitator**

Ms. Crumpler

#### **Participants**

MSS/RTI Team

#### **Target Dates or Schedule**

August 19, 2013 - June 5, 2014 Monthly

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment,  
Summative: FCAT Math 2.0 2014

**G4.B2** FCAT 2.0 actual performance: 18% and targeted goal for 2014 is 24%.: The students that earned a 4 or above on the FCAT 2.0 assessment need more opportunities to utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.

**G4.B2.S1** 3-5th: Provide opportunities for students to perform a two-step unit conversion (linear, weight/ mass, and time) within the same measurement system and determine elapsed time 6-8th: Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning when formulating conjectures on the relationships of geometric concepts.

### **PD Opportunity 1**

Mathematics teachers will ensure that students are utilizing interactive journals to address real-world problems. Additionally, teachers will ensure student access to all technology programs

#### **Facilitator**

Ms. Crumpler

#### **Participants**

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G4.B3** FCAT 2.0 actual performance: 46% and targeted goal for 2014 is 61% (Black); FCAT 2.0 actual performance: 44% and targeted goal for 2014 is 88%(Hispanic); FCAT 2.0 actual performance: 35% and targeted goal for 2014 is 53% (ELL); FCAT 2.0 actual performance: 9% and targeted goal for 2014 is 38% (SWD); FCAT 2.0 actual performance: 45% and targeted goal for 2014 is 62% (ED): The students that earned a AMO'S on the FCAT 2.0 assessment need more opportunities to utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.

**G4.B3.S1** Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding geometry terminology.

### **PD Opportunity 1**

Mathematics teachers will ensure that students are utilizing interactive journals to address real-world problems. Additionally, teachers will ensure student access to all technology programs.

#### **Facilitator**

Ms. Crumpler

#### **Participants**

MTSS/Rtl Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G4.B5** FCAT 2.0 actual performance: 59% and targeted goal for 2014 is 63%.: The students that earned a (Lowest 25%) on the FCAT 2.0 assessment need more opportunities to utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.

**G4.B5.S1** 3-5th: perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours. 6-8th: Identify students in the lowest 25% and use an in-school intervention tutorial program (such as Compass Learning) to address the mathematics deficiencies particularly in the areas of statistics and probability as indicated by data reports.

### **PD Opportunity 1**

Mathematics teachers will ensure that students are utilizing interactive journals to address real-world problems. Additionally, teachers will ensure student access to all technology programs.

#### **Facilitator**

Ms. Crumpler

#### **Participants**

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

**G5.** In grade eight, 74 percent of the students achieved a level 3 or higher on the Algebra Test. It is expected that the number of grade eight students achieving a level 3 or higher on the 2013 administration of the Algebra EOC Test will increase by one perc

**G5.B1** The students need more opportunities to Use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving polynomials. Provisions are needed for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

**G5.B1.S1** The students will be provided opportunities to practice the content so they will be able to: • Apply the laws of exponents to simplify monomial expressions with integral exponents. • Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

### **PD Opportunity 1**

Algebra 1 teacher will ensure that students are utilizing interactive journals with all lessons. Additionally, teachers will ensure student access to all technology programs.

#### **Facilitator**

Ms. Crumpler

#### **Participants**

MSS/RTI Team

#### **Target Dates or Schedule**

August 19, 2013 - June 5, 2014 Monthly

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment  
Summative: Algebra EOC 2014

**G7.** In grade five, 33 percent of students achieved a level 3 or higher on the 2013 admin of the FCAT 2.0 Science Test. It is expected that the number of students achieving level 3 or higher on the 2014 admin. will increase to 33%

**G7.B1** FCAT actual: 18% Targeted AMO: 23%: Level 3: The students greatest area of opportunity for improvement is in the area of Life Science. Students need more hands-on opportunities to explore and investigate real world science in a more purposeful and engaging manner.

**G7.B1.S2** Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.). Incorporate interactive journals with every lesson.

### **PD Opportunity 1**

Science teachers will ensure that students are utilizing interactive journals with all lessons. Additionally, teachers will ensure student access to all technology programs.

#### **Facilitator**

Ms. Crumpler

#### **Participants**

MTSS/Rtl Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 – June 5, 2014 Monthly

#### **Evidence of Completion**

Formative: Science Interim Assessments, Summative: FCAT Science 2.0 2014

**G7.B2** FCAT actual: 10% Targeted AMO: 12%: Level 4-5: The students greatest area of opportunity for improvement is in the area of Life Science. Students need more enrichment opportunities to explore and investigate real world science in a more purposeful and engaging manner.

**G7.B2.S1** Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs.

### **PD Opportunity 1**

Science teachers will ensure that students are utilizing interactive journals will all lessons. Additionally, teachers will ensure student access to all technology programs.

#### **Facilitator**

Ms. Crumpler

#### **Participants**

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Science Interim Assessments, Summative: FCAT 2.0 2014



**G10.** In grade eight, 22 percent of students achieved level 3 or higher on the 2013 admin. of the FCAT 2.0 Science Test. It is expected that the number of students achieving level 3 or higher on the 2014 FCAT 2.0 Science Test will increase to 32 percent.

**G10.B1** FCAT level 3: Actual 11% Targeted 16%. Students need more problem-based investigations to explore real world science in a more purposeful and engaging manner. Students need more opportunities to investigate the nature of science; to design and develop science and engineering projects to increase scientific thinking and implementation of inquiry-based activities.

**G10.B1.S1** Apply scientific thinking to evaluate an investigation; evaluate an experiment for flaws and identify those flaws.

### **PD Opportunity 1**

Science teachers will ensure that students are utilizing interactive journals will all lessons. Additionally, teachers will ensure student access to all technology programs.

#### **Facilitator**

Ms. Crumpler

#### **Participants**

MTSS/Rtl Leadership Team

#### **Target Dates or Schedule**

Aug. 19, 2013 – June 5, 2014 Monthly

#### **Evidence of Completion**

Formative: Pre, Mid, and Post Writing Assessments, Summative: FCAT Writing 2.0 2014

**G10.B2** FCAT level 4-5: Actual 10% Targeted 12%. Students need more problem-based investigations to explore real world science in a more purposeful and engaging manner. Students need more opportunities to investigate the nature of science; to design and develop science and engineering projects to increase scientific thinking and implementation of inquiry-based activities.

**G10.B2.S1** Ensure that students write lab conclusions with claim-evidence-reasoning included for all investigations, as delineated by Common Core Standards

### **PD Opportunity 1**

Science teachers will ensure that students are utilizing interactive journals will all lessons. Additionally, teachers will ensure student access to all technology programs.

#### **Facilitator**

Ms. Crumpler

#### **Participants**

#### **Target Dates or Schedule**

Aug. 19, 2013 - June 6, 2014 On-going

#### **Evidence of Completion**

Formative: Baseline Assessment, Monthly Benchmark Assessment, Interim Assessment, Florida Assessment for Instruction in Reading (FAIR) Summative: FCAT 2.0 2014

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	In grades three – eight, 44 percent of students achieved a level 3 or higher on the 2013 FCAT 2.0 Reading Test. It is expected that the number of grade three – eight students achieving a level three or higher on the 2014 FCAT will increase to 59 percent	\$68,560
G4.	In grades three – eight, 36 percent of the students achieved a level 3 or higher on the 2013 FCAT 2.0 Mathematics Test. It is expected that the number of grade three – eight students achieving a level 3 on the 2014 FCAT 2.0 will increase to 62 percent	\$3,000
G5.	In grade eight, 74 percent of the students achieved a level 3 or higher on the Algebra Test. It is expected that the number of grade eight students achieving a level 3 or higher on the 2013 administration of the Algebra EOC Test will increase by one perc	\$2,280
G6.	The school will reduce the percentage of students missing 10% of instructional time, receiving behavior referrals or failing a middle school math or language arts course by 1% and lower its PreK-5 retention rate by 2%.	\$750
G7.	In grade five, 33 percent of students achieved a level 3 or higher on the 2013 admin of the FCAT 2.0 Science Test. It is expected that the number of students achieving level 3 or higher on the 2014 admin. will increase to 33%	\$5,500
G8.	The school will increase the school's involvement in science related activities by 10%.	\$2
G10.	In grade eight, 22 percent of students achieved level 3 or higher on the 2013 admin. of the FCAT 2.0 Science Test. It is expected that the number of students achieving level 3 or higher on the 2014 FCAT 2.0 Science Test will increase to 32 percent.	\$2,500
<b>Total</b>		<b>\$82,592</b>

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Evidence-Based Materials	Evidence-Based Program	Total
Title 1	\$55,000	\$9,000	\$9,840	\$0	\$73,840
School District	\$0	\$2,500	\$0	\$0	\$2,500
Title 1, EESAC Funding	\$0	\$3,000	\$0	\$0	\$3,000
EESAC	\$0	\$0	\$0	\$750	\$750
EESAC Funding	\$0	\$0	\$0	\$2	\$2
Title 1, EESAC	\$0	\$0	\$2,500	\$0	\$2,500
<b>Total</b>	<b>\$55,000</b>	<b>\$14,500</b>	<b>\$12,340</b>	<b>\$752</b>	<b>\$82,592</b>

### Budget Details

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

**G2.** In grades three – eight, 44 percent of students achieved a level 3 or higher on the 2013 FCAT 2.0 Reading Test. It is expected that the number of grade three – eight students achieving a level three or higher on the 2014 FCAT will increase to 59 percent

**G2.B2** FCAT 2.0 actual performance: 20% and targeted goal for 2014 is 26%. After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (FCAT 2.0 Level 4 and above) need improvement in Reporting Category 2, Reading Application (Text structure/Organizational patterns).

**G2.B2.S1** Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.

### **Action Step 1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points

#### **Resource Type**

Professional Development

#### **Resource**

Curriculum Resource (Reading)

#### **Funding Source**

Title 1

#### **Amount Needed**

\$55,000

**G2.B3** FCAT 2.0 actual performance: 63% and targeted goal for 2014 is 67%. After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (Learning gains) need improvement in Reporting Category 2, Reading Application (Comparing and Contrasting).

**G2.B3.S1** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

**Action Step 1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points.

**Resource Type**

Personnel

**Resource**

Reading Interventionists

**Funding Source**

Title 1

**Amount Needed**

\$3,000

**G2.B4** FCAT 2.0 actual performance: 60% and targeted goal for 2014 is 64%. After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (Learning gains lowest 25%) need improvement in Reporting Category 2, Reading Application (Cause and Effect).

**G2.B4.S1** Teachers should help students use graphic organizers to recognize cause and effect in the text.

**Action Step 1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main point.

**Resource Type**

Personnel

**Resource**

Reading Interventionists

**Funding Source**

Title 1

**Amount Needed**

\$3,000

**G2.B6** FCAT 2.0 actual performance: 24% and targeted goal for 2014 is 32%. After examining grades three – eight CELLA data, it is evident that students achieving proficiency (Reading) need improvement in retelling.

**G2.B6.S1** The students will be provided additional contextual information in the form of a visual which will make story retelling and comprehension task easier.

**Action Step 1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points

**Resource Type**

Personnel

**Resource**

Division of Bilingual education Afterschool Tutorial

**Funding Source**

School District

**Amount Needed**

\$2,500

**G2.B8** FCAT 2.0 actual performance: Black: 43% and targeted goal for 2014 is 59%; Hispanic: 45% and targeted goal for 2014 is 65%; ELL: 30% and targeted goal for 2014 is 49%; SWD: 9% and targeted goal for 2014 is 42%; ED: 43% and targeted goal for 2014 is 58% After examining grades three – eight FCAT 2.0 data, it is evident that students achieving proficiency (AMO's) need improvement in Reporting Category 2, Reading Application (Author's Purpose).

**G2.B8.S1** Provide students opportunities to: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**Action Step 1**

Reading teachers will emphasize and ingrain the practice of justifying answers by going back to the text for support. Additionally, teachers will model appropriate use of graphic organizers to see patterns and summarize the main points.

**Resource Type**

Evidence-Based Materials

**Resource**

Anthologies, Leveled Readers, Classroom Libraries

**Funding Source**

Title 1

**Amount Needed**

\$5,060



**G4.** In grades three – eight, 36 percent of the students achieved a level 3 or higher on the 2013 FCAT 2.0 Mathematics Test. It is expected that the number of grade three – eight students achieving a level 3 on the 2014 FCAT 2.0 will increase to 62 percent

**G4.B5** FCAT 2.0 actual performance: 59% and targeted goal for 2014 is 63%.: The students that earned a (Lowest 25%) on the FCAT 2.0 assessment need more opportunities to utilize Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of solving equations and analyzing data.

**G4.B5.S1** 3-5th: perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours. 6-8th: Identify students in the lowest 25% and use an in-school intervention tutorial program (such as Compass Learning) to address the mathematics deficiencies particularly in the areas of statistics and probability as indicated by data reports.

### **Action Step 1**

Mathematics teachers will ensure that students are utilizing interactive journals to address real-world problems. Additionally, teachers will ensure student access to all technology programs.

#### **Resource Type**

Personnel

#### **Resource**

Math Interventionists

#### **Funding Source**

Title 1, EESAC Funding

#### **Amount Needed**

\$3,000

**G5.** In grade eight, 74 percent of the students achieved a level 3 or higher on the Algebra Test. It is expected that the number of grade eight students achieving a level 3 or higher on the 2013 administration of the Algebra EOC Test will increase by one perc

**G5.B1** The students need more opportunities to Use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving polynomials. Provisions are needed for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

**G5.B1.S1** The students will be provided opportunities to practice the content so they will be able to: • Apply the laws of exponents to simplify monomial expressions with integral exponents. • Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

### **Action Step 1**

Algebra 1 teacher will ensure that students are utilizing interactive journals with all lessons. Additionally, teachers will ensure student access to all technology programs.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Math Interventionists

#### **Funding Source**

Title 1

#### **Amount Needed**

\$2,280

**G6.** The school will reduce the percentage of students missing 10% of instructional time, receiving behavior referrals or failing a middle school math or language arts course by 1% and lower its PreK-5 retention rate by 2%.

**G6.B1** In 2013 71 or 7% of the students missed 10% of instructional time. The school will decrease the number of students in this category by 1%.

**G6.B1.S1** The school will utilize a school wide Code of Student Conduct. that incorporates a proactive incentive-based approach to address Early Warning System Issues.

**Action Step 1**

The school will provide group counseling opportunities which address academic, attendance and behavior.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

EESAC

**Amount Needed**

\$750

**G7.** In grade five, 33 percent of students achieved a level 3 or higher on the 2013 admin of the FCAT 2.0 Science Test. It is expected that the number of students achieving level 3 or higher on the 2014 admin. will increase to 33%

**G7.B1** FCAT actual: 18% Targeted AMO: 23%: Level 3: The students greatest area of opportunity for improvement is in the area of Life Science. Students need more hands-on opportunities to explore and investigate real world science in a more purposeful and engaging manner.

**G7.B1.S2** Incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.). Incorporate interactive journals with every lesson.

**Action Step 1**

Science teachers will ensure that students are utilizing interactive journals with all lessons. Additionally, teachers will ensure student access to all technology programs.

**Resource Type**

Personnel

**Resource**

Science Interventionist

**Funding Source**

Title 1

**Amount Needed**

\$3,000

**G7.B2** FCAT actual: 10% Targeted AMO: 12%: Level 4-5: The students greatest area of opportunity for improvement is in the area of Life Science. Students need more enrichment opportunities to explore and investigate real world science in a more purposeful and engaging manner.

**G7.B2.S1** Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs.

**Action Step 1**

Science teachers will ensure that students are utilizing interactive journals will all lessons. Additionally, teachers will ensure student access to all technology programs.

**Resource Type**

Evidence-Based Materials

**Resource**

FOSS Kits

**Funding Source**

Title 1

**Amount Needed**

\$2,500

**G8.** The school will increase the school's involvement in science related activities by 10%.

**G8.B1** Students are limited on the competitive level of science activities that enhance depth of knowledge and increase awareness of science content.

**G8.B1.S1** Involve students to participate in district and regional science fair activities, and other types of mathematics and science competitions.

**Action Step 1**

Lab Based Activities

**Resource Type**

Evidence-Based Program

**Resource**

Ancillary Science Student Practice Guides

**Funding Source**

EESAC Funding

**Amount Needed**

\$2

**G10.** In grade eight, 22 percent of students achieved level 3 or higher on the 2013 admin. of the FCAT 2.0 Science Test. It is expected that the number of students achieving level 3 or higher on the 2014 FCAT 2.0 Science Test will increase to 32 percent.

**G10.B1** FCAT level 3: Actual 11% Targeted 16%. Students need more problem-based investigations to explore real world science in a more purposeful and engaging manner. Students need more opportunities to investigate the nature of science; to design and develop science and engineering projects to increase scientific thinking and implementation of inquiry-based activities.

**G10.B1.S1** Apply scientific thinking to evaluate an investigation; evaluate an experiment for flaws and identify those flaws.

### **Action Step 1**

Science teachers will ensure that students are utilizing interactive journals will all lessons. Additionally, teachers will ensure student access to all technology programs.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

FOSS Kits

#### **Funding Source**

Title 1, EESAC

#### **Amount Needed**

\$2,500