



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Aventura City Of Excellence School

3333 NE 188TH ST

Aventura, FL 33180

305-466-1499

<http://www.aventuracharter.org>

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
16%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
43%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Aventura City Of Excellence

Principal

Eric Soroka, Julie Alm

School Advisory Council chair

Julie Shapiro

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

Name	Title
Julie Alm	Principal
Leslie Lee	Assistant Principal
Jorge Paz	Assistant Principal
Dave Greenfeild	Dean of Academics
Kristine Griffin	Dean of Students
Orlando Rodriguez	Guidance Conselor
Beth Greenberg	Rtl Specialist
Stacey Mogull	ELA Specialist
John Cavagnero	Math Coordinator
Rebecca Shulze	STEM Coordinator

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

Prinicipal-1, community partners-1, parents-5, teachers-5, support personnel-1, student-1, board of directors-1, alternate parent-1, alternate teacher-1, alternate student-1.

Involvement of the SAC in the development of the SIP

SAC will encourage volunteerism and enhance overall communication with parents. They will approve, provide feedback and assist in monitoring the implementation of the SIP. They will assist in fundraising through the book fair, fall bazaar and fall and spring fundraiser.

Activities of the SAC for the upcoming school year

Provide information as to how to improve communication with families and ideas to reduce tardies. They helped to brainstorm fundraising projects to raise money for more computer based instruction.

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

To provide additional technology and instructional resources- Dreambox Learning and Reading Plus
\$4,860.00
Gizmos 1900.00
Textbooks 2992.00

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Eric Soroka, Julie Alm

Principal

Years as Administrator: 11

Years at Current School: 11

Credentials

Masters of Educational Leadership
 Certified Educational Leadership all levels, Elementary Education
 grades 1- 6, Specific Learning Disabilities Grades K – 12

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 86__%
 Math Proficiency, _90_%
 Rdg. Lrg. Gains, _81_ points
 Math Lrg. Gains, _84_ points
 Rdg. Imp. of Lowest 25% -
 80 points
 Math Imp. of Lowest 25% -
 65 points
 Rdg. AMO –88__
 Math AMO–88__

2012 – School Grade A
 Rdg. Proficiency, 88__%
 Math Proficiency, _88_%
 Rdg. Lrg. Gains, _82_ points
 Math Lrg. Gains, _88_ points
 Rdg. Imp. of Lowest 25% -
 80 points
 Math Imp. of Lowest 25% -
 74 points
 Rdg. AMO –86__
 Math AMO–86__

2011 – School Grade A
 Rdg. Proficiency, 91__%
 Math Proficiency, _91_%
 Rdg. Lrg. Gains, _73_ points
 Math Lrg. Gains, _83_ points
 Rdg. Imp. of Lowest 25% - _73_ points
 Math Imp. of Lowest 25% - _82_ points

2010 – School Grade A
 Rdg. Proficiency, 92__%
 Math Proficiency, _85_%
 Rdg. Lrg. Gains, _75_ points
 Math Lrg. Gains, _69_ points
 Rdg. Imp. of Lowest 25% - _73_ points
 Math Imp. of Lowest 25% - _70_ points

2009– School Grade A
 Rdg. Proficiency, 93__%
 Math Proficiency, _87_%
 Rdg. Lrg. Gains, _80_ points
 Math Lrg. Gains, _78_ points
 Rdg. Imp. of Lowest 25% - _85_ points
 Math Imp. of Lowest 25% - _74_ points

Leslie Lee

Asst Principal

Years as Administrator: 7

Years at Current School: 4

Credentials

Masters of Science, Social Studies Education, Certified in Educational Leadership and Secondary Social Studies Education

Performance RecordRdg. Lrg. Gains, 81 pointsMath Lrg. Gains, 84 pointsRdg. Imp. of Lowest 25% -
80 pointsMath Imp. of Lowest 25% -
65 pointsRdg. AMO 88Math AMO 88

2012 – School Grade A

Rdg. Proficiency, 88%Math Proficiency, 88%Rdg. Lrg. Gains, 82 pointsMath Lrg. Gains, 88 pointsRdg. Imp. of Lowest 25% -
80 pointsMath Imp. of Lowest 25% -
74 pointsRdg. AMO 86Math AMO 86

2011 – School Grade A

Rdg. Proficiency, 91%Math Proficiency, 91%Rdg. Lrg. Gains, 73 pointsMath Lrg. Gains, 83 pointsRdg. Imp. of Lowest 25% - 73 pointsMath Imp. of Lowest 25% - 82 points

2010 – School Grade A

Rdg. Proficiency, 92%Math Proficiency, 85%Rdg. Lrg. Gains, 75 pointsMath Lrg. Gains, 69 pointsRdg. Imp. of Lowest 25% - 73 pointsMath Imp. of Lowest 25% - 70 points

2009– Administrator USF

Jorge Paz

Asst Principal

Years as Administrator: 4

Years at Current School: 9

Credentials

Masters of Educational Leadership, Certified Educational Leadership, Elementary Education and Mathematics 5-9

Performance Record

Rdg. Lrg. Gains, 81 points
 Math Lrg. Gains, 84 points
 Rdg. Imp. of Lowest 25% - 80 points
 Math Imp. of Lowest 25% - 65 points
 Rdg. AMO -88
 Math AMO-88
 2012 – School Grade A
 Rdg. Proficiency, 88%
 Math Proficiency, 88%
 Rdg. Lrg. Gains, 82 points
 Math Lrg. Gains, 88 points
 Rdg. Imp. of Lowest 25% - 80 points
 Math Imp. of Lowest 25% - 74 points
 Rdg. AMO -86
 Math AMO-86
 2011 – School Grade A
 Rdg. Proficiency, 91%
 Math Proficiency, 91%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 83 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25% - 82 points
 2010 – School Grade A
 Rdg. Proficiency, 92%
 Math Proficiency, 85%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25% - 70 points
 2009– School Grade A
 Rdg. Proficiency, 93%
 Math Proficiency, 87%
 Rdg. Lrg. Gains, 80 points
 Math Lrg. Gains, 78 points
 Rdg. Imp. of Lowest 25% - 85 points
 Math Imp. of Lowest 25% - 74 points

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

N/A

Part-time / District-based

Years as Coach: 0

Years at Current School: 0

Areas

[none selected]

Credentials

N/A

Performance Record

N/A

Classroom Teachers

of classroom teachers

75

receiving effective rating or higher

75, 100%

Highly Qualified Teachers

80%

certified in-field

69, 92%

ESOL endorsed

38, 51%

reading endorsed

5, 7%

with advanced degrees

31, 41%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

36, 48%

with 6-14 years of experience

38, 51%

with 15 or more years of experience

1, 1%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Implement "Professional Advancement of New Educators" Program to provide support to teachers new to school-Assistant Principal of Operations
2. Design individualized professional growth plans for staff demonstrating deficiencies-Assistant Principal of Curriculum
3. Provide stipends to lead teachers at each grade/ department/ supplement for Masters and Specialist degreed staff/ Competitive salaries/ Monetary awards for service years to ACES-Principal
4. Provide leadership opportunities and opportunities for advancement to staff-Principal
5. Advertise positions on Teachers-Teachers.com-Assistant Principal of Curriculum

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

Mr. Paz will be in charge of our teacher mentoring program. Mr. Paz is a certified Clinical Educator and a certified Clinical Education Trainer. This year we currently have no first year teachers on staff. However, below is a list of activities typically planned for mentoring.

September – Parent Conferencing: "Giving A Heads Up"

October – SST (Student Support Team) procedures: How do I know who I should or should not refer?

November – Classroom Management Plans – Sharing Best Practices "What works for you?"

December – Professional Development – ESOL Endorsements, Gifted Endorsements, General Knowledge Exams, Subject Area Exams, Professional Educator's Exams. Where are you in the process? What could we do to help?

January - Test Preparation – An Overview.

February – Thinking Outside the Box – Ensuring Higher Order Teaching.

March – "March to March" – Keeping our momentum!

April - Promotion/Retention Policies

May - P.A.N.E. "Graduation"

Reflecting on your year at ACES

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

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

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

The MTSS Leadership Team school-based leadership team composed of various stakeholders at the school level such as administrators, teachers and specialists utilizes the Problem-Solving model to meet the academic and behavioral needs of all students and to set Tier 1 goals. The team monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

Tier 2 support provides supplemental interventions to students who are not achieving the desired standards through the core curriculum alone. These students need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to chart and graph all ongoing progress monitoring data for individuals in Tier 2, review the effectiveness of interventions for groups of students, and consider students for movement to Tier 3.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored. The Problem-Solving process is used to carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. 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 year's trend data is used to examine impact grades for support focus or prevention/early intervention efforts.

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

Assistant Principal of Curriculum-Leslie Lee: Ensures administration of quarterly Edusoft baseline, interim and post assessments and disaggregates data to analyze growth of individual students and identify data trends.

Science Teacher-Michele Suso/ELA Specialist-Stacey Mogull/MTSS Specialist:- Beth Greenberg Develops leads and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum and intervention programs.

Dean of Student-Kristine Griffin/ESE Specialist-Natasha Quintana: Participates in student data collection School Counselor-Orlando Rodriguez-Ensures BRTI procedures are planned, implemented, data collected and problem solving model is followed.

Lead teacher representing K -2-Sara Zchar, Kathrine Schwartz, Heather Ramunno, and lead teacher representing 3-5-Jody Campbell, Angel Clark, Cristina DiGeronimo: Provides information related to core instructional programs and identifies areas for growth within grade level team.

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

The leadership team meets and uses the problem solving model to analyze all data and decision concerning MTSS as it relates to teacher assignments, student movement within tiers, adjustment to goals on the SIP plan and school wide initiatives. During these meeting the leadership team monitors the fidelity of the MTSS implementation.

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

Two administrations of benchmarks to assess progress toward proficiency, STAR, Dreambox Learning, Success Maker, common grade level assessments, cold reads, detentions, discipline tracking documents and analyzing behavior referrals.

End of year: Edusoft post assessment aligned to FCAT/SAT-10 tested clusters, FAIR, running reading records, CELLA, FCAT and SAT – 10

Frequency of review: bi-weekly meeting with instructional teams and MTSS/RtI team member(s)

Monthly data chats where struggling students weaknesses are discussed a plan is made to address skill weakness and monitoring is implemented.

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.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures.

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: Weekend Program

Minutes added to school year: 2,400

Saturday School- Provided to on-level students in reading to push their potential from being proficient to above proficient. Offered for 10 Saturdays for 4 hours a Saturday.

Saturday School- Provided to below-level students in math to push their potential to become proficient. Offered for 10 Saturdays for 4 hours a Saturday.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Saturday school data includes SAT-10 and FCAT scores as well as a pre and posttest within the program. The

Who is responsible for monitoring implementation of this strategy?

Saturday school coordinator, assistant principal, and principal analyze the data to determine effectiveness.

Strategy: Before or After School Program

Minutes added to school year: 1,500

Before School Math Tutoring- Offered by National Junior Honor Society for any students desiring assistance in math. Offered two days a week throughout the entire year.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected from sign in sheets and grade reports to compare grades of students who attended to those who did not.

Who is responsible for monitoring implementation of this strategy?

The NJHS sponsor, assistant principal and principal analyze the data to determine effectiveness.

Literacy Leadership Team (LLT)

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

Name	Title
Stacy Mogull	ELA Specialist
Natasha Quintana	ESE Specialist
Angelo Darby	ESOL Coordinator
Alexandra Peralta	Teacher
Zita De Vita	Teacher
Aida Darby	Teacher

How the school-based LLT functions

This team meets weekly to discuss target instructional goals and plan for specialized small group instruction for at risk readers. This team administers the FAIR assessment as required and administers the Fountas and Pinnell running reading record to all students’ grades kindergarten through second grade three times per year. The reading coach meets with grade level teams as data becomes available to discuss results and intervention strategies.

Major initiatives of the LLT

The major initiatives this year will be to document the use of STAR data in differentiating reading instruction in the classroom and to use the prescribed intervention resources and strategies aligned to the STAR assessment in instruction.

Every Teacher Contributes to Reading Instruction

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

Ensure all teachers are trained in and using the Close Reading strategy.
Implement school wide instructional focus calendar.

Implement grade level specific instructional focus calendar.

Implement a word of the day program that posts the word of the day and definition in all classrooms and the lunch room.

All content area teachers will include short and essay response questions in class work and on quizzes and tests.

Administrators will check for implementation when doing walk-through observations of staff and indicate on Classroom Walk-through form if implementation.

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

We recruit within our community by having a strong academic program while also addressing the social and emotional needs of our students. Each year we have over a thousand parents on our waiting list after the lottery is conducting. This is a result of the experienced and dedicated staff who impress our students and parents who in turn spread the word within the community that ACES is a school you want your children to attend.

We hold several events to smooth the transition from early childhood programs to local elementary school programs. Each year we have a meet and greet in the week prior to the opening of school that includes an orientation for new parents and students. Parents and students then meet their teachers in the classroom. We host a Kindergarten Kickoff breakfast where kindergarten students arrive with their parents at 10:00 am on the first day of school and the entire kindergarten faculty is introduced and the students are transitioned from the parents to the teacher in the cafeteria. We also have a traditional open house in the first month of school.

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

We offer a technology class as part of the sixth grade wheel, computer applications as a seventh grade required course and careers and entrepreneurship as an eighth grade required course.

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

Administration holds multiple meetings for students and parents to explain the multiple course offerings and tracts available to inform students and parents on selecting courses that will best fit their future goals. The guidance counselor meets with middle school students and parents during subject selection to review and advise on their selections.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%	86%	No	89%
American Indian				
Asian				
Black/African American	68%	69%	Yes	72%
Hispanic	87%	87%	Yes	88%
White	89%	86%	No	90%
English language learners	64%	75%	Yes	68%
Students with disabilities	63%	66%	Yes	66%
Economically disadvantaged	78%	66%	No	81%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	172	26%	27%
Students scoring at or above Achievement Level 4	390	60%	60%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		81%	83%
Students in lowest 25% making learning gains (FCAT 2.0)		80%	82%

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)	56	67%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	35	42%	48%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	35	42%	48%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	167	77%	79%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%	90%	Yes	89%
American Indian				
Asian				
Black/African American	64%	69%	Yes	68%
Hispanic	87%	89%	Yes	88%
White	88%	90%	Yes	90%
English language learners	78%	88%	Yes	81%
Students with disabilities	70%	62%	No	73%
Economically disadvantaged	78%	62%	No	81%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	151	27%	28%
Students scoring at or above Achievement Level 4	335	60%	60%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		84%	86%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	69%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		92%	93%
Middle school performance on high school EOC and industry certifications		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	24%	24%
Students scoring at or above Achievement Level 4	65	74%	74%

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	16	100%	100%

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	22	20%	21%
Students scoring at or above Achievement Level 4	70	63%	64%

Florida Alternate Assessment (FAA)

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

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

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

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	100%	100%
Students scoring at or above Achievement Level 4	23	100%	100%

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)	16		32
Participation in STEM-related experiences provided for students	498	50%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	108	33%	43%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	54	50%	70%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		50%	70%
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

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

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	59	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	9	1%	1%
Students who are not proficient in reading by third grade	27	24%	22%
Students who receive two or more behavior referrals	1	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	59	6%	5%
Students who fail a mathematics course	18	6%	5%
Students who fail an English Language Arts course	15	5%	4%
Students who fail two or more courses in any subject	16	5%	4%
Students who receive two or more behavior referrals	1	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Improved communication to new parents of events within the school is needed.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The percent of parents attending events of students in the lowest quartile	10	20%	50%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

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

- G1.** The results of the 2013 FCAT Reading Test indicated that 86% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 89%.
- G2.** The results of the 2013 FCAT 2.0 Writing Assessment indicated that 77% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 79%.
- G3.** The results of the 2013 FCAT Math Test indicated the 90% of all students achieved proficiency. Our goal for the 2013-2014 school year is to maintain that proficiency rate at 90%.
- G4.** The results of the 2013 Algebra EOC indicated that 98% of students achieved proficiency. Our goal for the 2013-2014 is to maintain the number of students scoring proficient at 98%.
- G5.** The results of the 2013 Geometry EOC indicated that 100% of our students achieved proficiency. Our goal for the 2013-2014 school year is to maintain the number of students scoring proficient at 100%.
- G6.** During the 2012-2013 school year our level of student participation in middle school acceleration courses was 92% and our level of performance was 100%. Our goal for the 2013-2014 school year is to increase our participation level to 93% and maintain our
- G7.** The results of the 2013 FCAT Science Test for elementary 5th grade students indicated that 83% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 85%.
- G8.** The results of the 2013 FCAT Science Test for middle school 8th grade students indicated that 81% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 83%.
- G9.** The results of the 2013 Biology EOC indicated that 100% of students achieved proficiency. The goal for the 2013-2014 school year is to maintain the number of students scoring proficient at 100%
- G10.** The number of STEM related activities provided for students will increase from 16 in 2012-2013 to 32 in 2013-2014.
- G11.** The number of students enrolling in CTE courses will increase from 33% in 2012-2013 to 43% in 2013-2014.
- G12.** The 2013 baseline benchmark for civics indicated that 2% of our students scored proficient. We will increase that percentage to 86 percent on the Civics EOC.

- G13.** Students missing 10 or more days will decrease from 6% to 5%, students receiving more than one or two referrals will be maintained at 0%, students being retained will decrease from 1% to 0, students not proficient in reading by 2nd grade will decrease 2%

- G14.** Students missing 10 or more days will decrease from 6% to 5%, students receiving more than one or two referrals will be maintained at 0%, and students failing Math, ELA or two subjects will decrease by 1%

- G15.** The number of parents attending school events will increase from 100 to 200.

Goals Detail

G1. The results of the 2013 FCAT Reading Test indicated that 86% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 89%.

Targets Supported

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

Resources Available to Support the Goal

- Resources available to help reach this goal include but are not limited to administrative personnel, literacy team members, teachers, and the media specialist, as well as, literacy curriculums and programs such as Wonders, STAR, Reading Plus, Success Maker, CCSS units, I-Ready and Instructional Focus Calendars.

Targeted Barriers to Achieving the Goal

- The area of deficiency for all students, as well as the white and economically disadvantaged, as noted on the 2013 FCAT 2.0 administration was: Reading Application due to an inability to identify themes or topics across a variety of fiction or nonfiction texts and compare/contrast elements, topics, settings, characters, problems in single or multiple texts.
- The area of deficiency for students scoring FCAT Level 3 , as noted on the 2013 FCAT 2.0 administration was: Reading Application due to an inability to identify themes or topics across a variety of fiction or nonfiction texts and compare/contrast elements, topics, settings, characters, problems in single or multiple texts.
- The area of deficiency for students scoring FCAT Level 4 , as noted on the 2013 FCAT 2.0 administration was Literary Analysis due to an inability to analyze and evaluate an author's use of descriptive language (e.g., tone, irony, figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts
- The area of deficiency for students not making learning gains, as noted on the 2013 FCAT 2.0 administration was Reading Application due to an inability to determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.
- The area of deficiency for students in the lowest 25% not making learning gains, as noted on the 2013 FCAT 2.0 administration was vocabulary due to limited exposure to robust vocabulary outside of the classroom environment.
- Students who struggle with the Listening and Speaking portion of the CELLA do so because they have limited opportunity to listen and speak academic English outside the classroom.
- Students who struggle with the Reading portion of the CELLA do so because they have limited exposure to English vocabulary and reading in English outside the classroom.
- Students who struggle with the Writing portion of the CELLA do so because they have limited opportunity to write academic English outside the classroom causing them to struggle with adding details to their writing and conventions.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the LLT will monitor classroom activities and assessments to ensure a focus on Reading Application skills.

Target Dates or Schedule:

Monthly

Evidence of Completion:

Results for the 2014 FCAT 2.0

G2. The results of the 2013 FCAT 2.0 Writing Assessment indicated that 77% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 79%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Specialist and teachers
- New writing standards
- Wonders series, Write Source, and Triumphs resources

Targeted Barriers to Achieving the Goal

- The area of deficiency for 4th grade as noted on the 2013 FCAT Writing 2.0 administration was revising and refining the draft for clarity and effectiveness and editing and correcting the draft for standard language conventions.
- The area of deficiency for 8th grade as noted on the 2013 FCAT Writing 2.0 administration was creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the writing specialist, and LLT will monitor classroom activities and assessments to monitor implementation of identified strategies.

Target Dates or Schedule:

Monthly

Evidence of Completion:

2014 FCAT 2.0 Writing Assessment

G3. The results of the 2013 FCAT Math Test indicated the 90% of all students achieved proficiency. Our goal for the 2013-2014 school year is to maintain that proficiency rate at 90%.

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

- Teachers, administration and math specialist
- Math series
- Dreambox Learning

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 FACT 2.0, the SWD subgroup experienced difficulties in fractions.
- According to the results of the 2013 FACT 2.0, students scoring a level 3 in Grades 3 and 4 experienced difficulties in Reporting Category 2, Number: Fractions/Number: Base Ten & Fractions while student in 6-8 have experienced difficulties in Geometry and Measurement.
- According to the results of the 2013 FACT 2.0, students scoring a level 4 would benefit from additional opportunities and exploring multiple ways to solve problems and dialogue about alternative solutions.
- According to the results of the 2013 FACT 2.0, students who did not make learning gains experienced difficulties with Fractions and students in Grade 5 experienced difficulty in Reporting Category 3, Geometry and Measurement
- According to the results of the 2013 FACT 2.0, students who did not make learning gains in the lowest 25% experienced difficulties with Numbers Base Ten and Numbers Operations

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments as well as Dreambox Learning reports from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule:

Monthly

Evidence of Completion:

The results of the 2014 FCAT 2.0

G4. The results of the 2013 Algebra EOC indicated that 98% of students achieved proficiency. Our goal for the 2013-2014 is to maintain the number of students scoring proficient at 98%.

Targets Supported

- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal

- Algebra teacher
- Math series
- Kahn Academy

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Algebra EOC assessment, the area of greatest difficulty for level 3 students was Reporting Category 3-Rationals, Radicals, Quadratics and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments including Interim Assessment reports to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule:

Monthly

Evidence of Completion:

The results of the 2014 Algebra EOC Exam

G5. The results of the 2013 Geometry EOC indicated that 100% of our students achieved proficiency. Our goal for the 2013-2014 school year is to maintain the number of students scoring proficient at 100%.

Targets Supported

- Math ()
- Geometry EOC

Resources Available to Support the Goal

- Geometry teacher
- Math series
- Kahn Academy

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Geometry EOC assessment, the area of greatest difficulty for level 4 students was Reporting Category 1-Two-Dimensional Geometry

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments including Interim Assessment reports to be sure that students are making progress and that instruction is being modified appropriately

Target Dates or Schedule:

Monthly

Evidence of Completion:

The results of the 2014 Geometry EOC

G6. During the 2012-2013 school year our level or student participation in middle school acceleration courses was 92% and or level of performance was 100%. Our goal for the 2013-2014 school year is to increase our participation level to 93% and maintain our

Targets Supported

- Math (Middle School Acceleration)

Resources Available to Support the Goal

- Teachers
- Math Series

Targeted Barriers to Achieving the Goal

- Students who score a three or above on FCAT grade level math assessments are sometimes still missing skills necessary for accelerated middle school courses.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments including Interim Assessment reports to be sure that students are making progress and that instruction is being modified appropriately

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in student participation in middle school acceleration courses in the 2013-2014 school year.

G7. The results of the 2013 FCAT Science Test for elementary 5th grade students indicated that 83% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 85%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Teacher
- Science Specialist
- Science Lab
- Science series

Targeted Barriers to Achieving the Goal

- Data from 2013 FCAT administration indicated that students who scored a level 3 weakest area was Nature of Science
- Data from 2013 FCAT administration indicated that students who scored a 4 or above weakest area was Earth/Space.

Plan to Monitor Progress Toward the Goal

Administration and the elementary science specialist will disaggregate unit assessments to determine areas of weakness and analyze lab reports to adjust instruction.

Person or Persons Responsible

Administration and the elementary science specialist will disaggregate unit assessments to determine areas of weakness and analyze lab reports to adjust instruction.

Target Dates or Schedule:

Monthly

Evidence of Completion:

FCAT Science 2014

G8. The results of the 2013 FCAT Science Test for middle school 8th grade students indicated that 81% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 83%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Teacher
- Science Lead
- Science series

Targeted Barriers to Achieving the Goal

- Data from 2013 FCAT administration indicated that students who scored a level 3 weakest area was Life Science.
- Data from 2013 FCAT administration indicated that students who scored a level 4 weakest area was Earth/Space.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration and the elementary science specialist will disaggregate unit assessments to determine areas of weakness and analyze lab reports to adjust instruction.

Target Dates or Schedule:

Monthly

Evidence of Completion:

FCAT Science 2014

G9. The results of the 2013 Biology EOC indicated that 100% of students achieved proficiency. The goal for the 2013-2014 school year is to maintain the number of students scoring proficient at 100%

Targets Supported

- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Teacher
- Science Lead
- Science series

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Biology EOC assessment, the area of greatest difficulty for level 4 students was Reporting Category 1-Molecular and Cellular Biology.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The STEM coordinator and the Assistant Principal will analyze data from regular assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule:

Monthly

Evidence of Completion:

The results of the 2014 Biology EOC Exam

G10. The number of STEM related activities provided for students will increase from 16 in 2012-2013 to 32 in 2013-2014.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Teachers
- STEM Coordinator

Targeted Barriers to Achieving the Goal

- Students have limited opportunities to engage in STEM related experiences throughout the school day and individual subjects.
- Students have limited opportunities to participate in STEM related activities throughout the school day and individual subjects.

Plan to Monitor Progress Toward the Goal

use of the FCIM model at monthly meetings to document and brainstorm STEM project ideas

Person or Persons Responsible

The STEM team and/or administrator will look for increased participation in school site STEM projects and competitions that serve as a selection process for the district and state STEM competitions.

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student work and teacher lesson plans

G11. The number of students enrolling in CTE courses will increase from 33% in 2012-2013 to 43% in 2013-2014.

Targets Supported

- CTE

Resources Available to Support the Goal

- Teacher
- Technology lab

Targeted Barriers to Achieving the Goal

- Students at middle school are reluctant to in enroll in CTE courses which are instrumental in preparing them for the future.
- There is a lack of opportunities in the master schedule to provide students to take both accelerated courses and CTE classes
- Students and parents do not understand the benefit of taking CTE exams in a college preparation environment.
- The size of our school limits the number of CTE program concentrators that are available
- Currently no teachers on staff hold industry certifications

Plan to Monitor Progress Toward the Goal

Following the FCIM model monthly meeting will be held to review curriculum and adjust as needed.

Person or Persons Responsible

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increased enrollment in CTE courses

G12. The 2013 baseline benchmark for civics indicated that 2% of our students scored proficient. We will increase that percentage to 86 percent on the Civics EOC.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- School social studies department and administration

Targeted Barriers to Achieving the Goal

- Students enter 7th grade with a lack of civics knowledge due to a failure to articulate from kindergarten on what information could be covered at each grade level.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the social studies lead teacher will monitor classroom activities and assessments to ensure implementation of the curriculum map

Target Dates or Schedule:

Monthly

Evidence of Completion:

Results of 2014 Civics EOC

G13. Students missing 10 or more days will decrease from 6% to 5%, students receiving more than one or two referrals will be maintained at 0%, students being retained will decrease from 1% to 0, students not proficient in reading by 2nd grade will decrease 2%

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Administration
- Rtl specialist
- Guidance counselor

Targeted Barriers to Achieving the Goal

- Students missing ten or more days in elementary often do so as a result of lack of support at home
- Students who receive more than one or two referrals in elementary often do so as a result of lack of parental support
- Students who are retained in elementary school are often not proficient in reading
- Students who are not proficient in reading by second grade often start school in kindergarten behind their peers

Plan to Monitor Progress Toward the Goal

Meet and use the FCIM model to analyze data and adjust interventions where appropriate

Person or Persons Responsible

MTTS/Rtl team and administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Decrease in number of students exhibiting early warning signs

G14. Students missing 10 or more days will decrease from 6% to 5%, students receiving more than one or two referrals will be maintained at 0%, and students failing Math, ELA or two subjects will decrease by 1%

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Rtl Specialist
- Administration

Targeted Barriers to Achieving the Goal

- Middle school students who miss 10% or more days of school often lack parent support
- Middle school students who are failing Math, ELA or two or more subjects often lack motivation to succeed in school
- Middle school students who receive one or more behavioral referrals often are seeking attention from their peers and adults

Plan to Monitor Progress Toward the Goal

Meet to analyze data and adjust interventions where appropriate

Person or Persons Responsible

MTSS/Rtl team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Decrease in students exhibiting early warning signs

G15. The number of parents attending school events will increase from 100 to 200.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Administration
- Connect Ed software
- Website

Targeted Barriers to Achieving the Goal

- Parents are not always aware of events occurring at the school.

Plan to Monitor Progress Toward the Goal

Monitor all advertising of school events

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in number of parents at school events

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT Reading Test indicated that 86% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 89%.

G1.B1 The area of deficiency for all students, as well as the white and economically disadvantaged, as noted on the 2013 FCAT 2.0 administration was: Reading Application due to an inability to identify themes or topics across a variety of fiction or nonfiction texts and compare/contrast elements, topics, settings, characters, problems in single or multiple texts.

G1.B1.S1 Provide students with variety of texts including fiction and non-fiction for comparing and contrasting multiple aspects of the text.

Action Step 1

Students should practice making inferences and drawing conclusions within and across texts

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including cold reads and benchmarks

Action Step 2

Students will identify causal relationships imbedded in text

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including cold reads and benchmarks

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the LLT will monitor classroom activities and assessments to ensure a focus on Reading Application skills.

Target Dates or Schedule

Monthly

Evidence of Completion

Common grade level assessments in reading weekly. Running reading records, Interim Assessments, STAR Assessments, as well as pre and post Saturday school student assessment.

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the LLT will monitor classroom activities and assessments to ensure a focus on Reading Application skills.

Target Dates or Schedule

Monthly

Evidence of Completion

Common grade level assessments in reading weekly. Running reading records, Interim Assessments, STAR Assessments, as well as pre and post Saturday school student assessment.

G1.B2 The area of deficiency for students scoring FCAT Level 3 , as noted on the 2013 FCAT 2.0 administration was: Reading Application due to an inability to identify themes or topics across a variety of fiction or nonfiction texts and compare/contrast elements, topics, settings, characters, problems in single or multiple texts.

G1.B2.S1 Provide students with opportunities interact with the text to determine main idea using the close read methodologies.

Action Step 1

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

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Action Step 2

Students will ingrain the practice of justifying answers by going back to the text for support.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site based assessments

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the LLT will monitor classroom activities and assessments to ensure a focus on Reading Application skills.

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the LLT will monitor classroom activities and assessments to ensure a focus on Reading Application skills.

Target Dates or Schedule

Monthly

Evidence of Completion

Common grade level assessments in reading weekly. Running reading records, Interim Assessments, STAR Assessments, as well as pre and post Saturday school student assessment.

G1.B3 The area of deficiency for students scoring FCAT Level 4 , as noted on the 2013 FCAT 2.0 administration was Literary Analysis due to an inability to analyze and evaluate an author’s use of descriptive language (e.g., tone, irony, figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts

G1.B3.S1 Students will read authentic literature to identify uses of descriptive language.

Action Step 1

Students should practice using and identifying Descriptive Language (e.g., tone, mood, irony, imagery, alliteration, onomatopoeia, allusion, satire)

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Action Step 2

Emphasis should be placed on using Figurative Language (e.g., simile, metaphor, symbolism, personification, hyperbole, pun) for the entire year through teacher modeling

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the LLT will monitor classroom activities and assessments to ensure a focus on Literary Analysis skills.

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the LLT will monitor classroom activities and assessments to ensure a focus on Literary Analysis skills.

Target Dates or Schedule

Monthly

Evidence of Completion

Common grade level assessments in reading weekly. Running reading records, Interim Assessments, STAR Assessments, as well as pre and post Saturday school student assessment.

G1.B4 The area of deficiency for students not making learning gains, as noted on the 2013 FCAT 2.0 administration was Reading Application due to an inability to determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B4.S1 Provide students with opportunities interact with the text to determine main idea using the close read methodologies.

Action Step 1

Students will use graphic organizers to see patterns and summarize the main points

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including interim benchmarks

Action Step 2

- Students can use the following strategies to help comprehend and analyze text: summarization activities; anchoring conclusions back to the text (e.g., explaining and justifying decisions); opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); text marking (e.g., making margin notes, highlighting); cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site based assessments including interim benchmarks

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the LLT will monitor classroom activities and assessments to ensure a focus on Reading Application skills.

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the LLT will monitor classroom activities and assessments to ensure a focus on Reading Application skills.

Target Dates or Schedule

Monthly

Evidence of Completion

Common grade level assessments in reading weekly. Running reading records, Interim Assessments, STAR Assessments, as well as pre and post Saturday school student assessment.

G1.B5 The area of deficiency for students in the lowest 25% not making learning gains, as noted on the 2013 FCAT 2.0 administration was vocabulary due to limited exposure to robust vocabulary outside of the classroom environment.

G1.B5.S1 Provide students opportunities to decode meaning from within text of robust vocabulary words.

Action Step 1

Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

Action Step 2

Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the LLT will monitor classroom activities and assessments to ensure a focus on Vocabulary skills.

Target Dates or Schedule

Monthly

Evidence of Completion

Site generated assessments and Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the LLT will monitor classroom activities and assessments to ensure a focus on Vocabulary skills.

Target Dates or Schedule

Monthly

Evidence of Completion

Common grade level assessments in reading weekly. Running reading records, Interim Assessments, STAR Assessments, as well as pre and post Saturday school student assessment.

G1.B6 Students who struggle with the Listening and Speaking portion of the CELLA do so because they have limited opportunity to listen and speak academic English outside the classroom.

G1.B6.S1 Students need practice communicating in English on a regular basis.

Action Step 1

Use of more teacher modeled listening/speaking activities

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Implementation of Panel Discussions/Debates

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the ESOL coordinator, ESOL teacher and LLT will monitor classroom activities and assessments to monitor implementation of identified strategies.

Target Dates or Schedule

Monthly

Evidence of Completion

Site based assessments

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the ESOL coordinator, ESOL teacher and LLT will monitor classroom activities and assessments to monitor implementation of identified strategies.

Target Dates or Schedule

Monthly

Evidence of Completion

Computer and teacher directed listening and speaking diagnostic assessments

G1.B7 Students who struggle with the Reading portion of the CELLA do so because they have limited exposure to English vocabulary and reading in English outside the classroom.

G1.B7.S1 Students utilize intervention resources focusing on vocabulary skills.

Action Step 1

Student practice in using context clues

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Increased student and teacher use of multiple meaning words

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the ESOL coordinator, ESOL teacher and LLT will monitor classroom activities and assessments to monitor implementation of identified strategies.

Target Dates or Schedule

Monthly

Evidence of Completion

Site generated assessments and benchmarks

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the ESOL coordinator, ESOL teacher and LLT will monitor classroom activities and assessments to monitor implementation of identified strategies.

Target Dates or Schedule

Monthly

Evidence of Completion

Common grade level assessments in reading weekly. Running reading records, Interim Assessments, STAR Assessments, as well as pre and post Saturday school student assessment.

G1.B8 Students who struggle with the Writing portion of the CELLA do so because they have limited opportunity to write academic English outside the classroom causing them to struggle with adding details to their writing and conventions.

G1.B8.S1 Students will be provided multiple opportunities to practice and develop their writing skills

Action Step 1

Students will gain fluency in writing by maintaining Reading Response Journal/Log

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

Action Step 2

Implementation of rubrics for Writing prompts to provide clear expectation of evaluation

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the ESOL coordinator, ESOL teacher and LLT will monitor classroom activities and assessments to monitor implementation of identified strategies.

Target Dates or Schedule

Monthly

Evidence of Completion

Site based assessments

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the ESOL coordinator, ESOL teacher and LLT will monitor classroom activities and assessments to monitor implementation of identified strategies.

Target Dates or Schedule

Monthly

Evidence of Completion

Weekly writing assessments and quarterly school wide writing prompts.

G2. The results of the 2013 FCAT 2.0 Writing Assessment indicated that 77% of our students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 79%.

G2.B1 The area of deficiency for 4th grade as noted on the 2013 FCAT Writing 2.0 administration was revising and refining the draft for clarity and effectiveness and editing and correcting the draft for standard language conventions.

G2.B1.S1 Students will be provided opportunities through the Writer's Workshop method to edit and revise their work with teacher support and peer editing.

Action Step 1

Use revising/editing charts, teacher conferencing, collaborative discussion, or peer editing by: evaluating a draft for the use of ideas and content, rearranging words, sentences, and paragraphs, creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency, adding supporting details (Show Not Tell), substituting active verbs for common verbs revising specific words for general words, circling spelling approximations to correct during editing, using two or three lines of dialogue between characters, using appropriate grabbers and endings, deleting repetitive text, and responding to other writers and receiving feedback on writing using TAG(T-telling something you like, A-asking a question, G-giving a suggestion) or PQS (P-praise for something liked, Q-question a part of the writing to assist with clarity, S- suggest a way to assist with improvement)

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and writing prompts

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the writing specialist, and LLT will monitor classroom activities and assessments to monitor implementation of identified strategies.

Target Dates or Schedule

Monthly

Evidence of Completion

Writing samples evaluated using rubrics, writers workshop sessions held with teachers and peers on a regular basis

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the writing specialist, and LLT will monitor classroom activities and assessments to monitor implementation of identified strategies.

Target Dates or Schedule

Monthly

Evidence of Completion

Writing samples evaluated using rubrics, writers workshop sessions held with teachers and peers on a regular basis

G2.B2 The area of deficiency for 8th grade as noted on the 2013 FCAT Writing 2.0 administration was creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas.

G2.B2.S1 Students will be provided opportunities through the Writer's Workshop method to refine and focus their writing to create clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas.

Action Step 1

Use words and phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and writing prompts

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

following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the writing specialist, and LLT will monitor classroom activities and assessments to monitor implementation of identified strategies

Target Dates or Schedule

Monthly

Evidence of Completion

Writing samples evaluated using rubrics, writer's workshop sessions held with teachers on regular basis.

Plan to Monitor Effectiveness of G2.B2.S1

following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the writing specialist, and LLT will monitor classroom activities and assessments to monitor implementation of identified strategies

Target Dates or Schedule

Monthly

Evidence of Completion

Writing samples evaluated using rubrics, writer's workshop sessions held with teachers on regular basis.

G3. The results of the 2013 FCAT Math Test indicated the 90% of all students achieved proficiency. Our goal for the 2013-2014 school year is to maintain that proficiency rate at 90%.

G3.B1 According to the results of the 2013 FACT 2.0, the SWD subgroup experienced difficulties in fractions.

G3.B1.S1 Students need many opportunities to make sense of problems and persevere in solving them.

Action Step 1

Students will engage in a weekly practice with comparing and ordering fractions, including fractions greater than one, using models or strategies and identifying an equivalent fraction, excluding fractions greater than one, using a model

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments as well as Dreambox Learning reports from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule

Monthly

Evidence of Completion

Site based assessments and Interim assessments

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments as well as Dreambox Learning reports from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule

Monthly

Evidence of Completion

Data from District Interim reports and Dreambox Learning will be used to monitor student progress.

G3.B2 According to the results of the 2013 FACT 2.0, students scoring a level 3 in Grades 3 and 4 experienced difficulties in Reporting Category 2, Number: Fractions/Number: Base Ten & Fractions while student in 6-8 have experienced difficulties in Geometry and Measurement.

G3.B2.S1 Students need many opportunities to make sense of problems and persevere in solving them.

Action Step 1

Students will engage in a weekly practice with comparing and ordering fractions, including fractions greater than one, using models or strategies and identifying an equivalent fraction, excluding fractions greater than one, using a model

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

Action Step 2

Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving ratios, rates, and proportional and non-proportional relationships.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

Action Step 3

Students will engage in a weekly practice with comparing and ordering fractions, including fractions greater than one, using models or strategies and identifying an equivalent fraction, excluding fractions greater than one, using a model

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

Action Step 4

Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving ratios, rates, and proportional and non-proportional relationships.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments as well as Dreambox Learning reports from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule

Monthly

Evidence of Completion

Site based assessments and Interim Benchmarks

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments as well as Dreambox Learning reports from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule

Monthly

Evidence of Completion

Data from District Interim reports and Dreambox Learning will be used to monitor student progress.

G3.B3 According to the results of the 2013 FACT 2.0, students scoring a level 4 would benefit from additional opportunities and exploring multiple ways to solve problems and dialogue about alternative solutions.

G3.B3.S1 Increased exposure to modeling of multiple ways to solve problems and increased opportunities to solve problems in unique ways.

Action Step 1

Engage students in activities that expose them to real world math problems with multiple solutions and require justification for each solution.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments as well as Dreambox Learning reports from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule

Monthly

Evidence of Completion

Site based assessments and Interim assessments

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments as well as Dreambox Learning reports from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule

Monthly

Evidence of Completion

Data from District Interim reports and Dreambox Learning will be used to monitor student progress.

G3.B4 According to the results of the 2013 FACT 2.0, students who did not make learning gains experienced difficulties with Fractions and students in Grade 5 experienced difficulty in Reporting Category 3, Geometry and Measurement

G3.B4.S1 Students need many opportunities to make sense of problems and persevere in solving them.

Action Step 1

Students will engage in a weekly practice with comparing and ordering fractions, including fractions greater than one, using models or strategies and identifying an equivalent fraction, excluding fractions greater than one, using a model

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

Action Step 2

A variety of real world lessons will be developed to help students solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments as well as Dreambox Learning reports from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule

Monthly

Evidence of Completion

Site base assessments and Interim benchmarks

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments as well as Dreambox Learning reports from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule

Monthly

Evidence of Completion

Data from District Interim reports and Dreambox Learning will be used to monitor student progress.

G3.B5 According to the results of the 2013 FACT 2.0, students who did not make learning gains in the lowest 25% experienced difficulties with Numbers Base Ten and Numbers Operations

G3.B5.S1 Students need many opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations.

Action Step 1

Students will engage in weekly activities that: identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts, identify fact families that demonstrate the inverse relationship between multiplication and division, identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition and identify the correct bar graph, pictograph, or frequency table of a given set of data; and interpret data on a bar graph or pictograph to solve problems

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments as well as Dreambox Learning reports from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule

Monthly

Evidence of Completion

Site based assessments and Interim assessments

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments as well as Dreambox Learning reports from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule

Monthly

Evidence of Completion

Data from District Interim reports and Dreambox Learning will be used to monitor student progress.

G4. The results of the 2013 Algebra EOC indicated that 98% of students achieved proficiency. Our goal for the 2013-2014 is to maintain the number of students scoring proficient at 98%.

G4.B1 According to the results of the 2013 Algebra EOC assessment, the area of greatest difficulty for level 3 students was Reporting Category 3-Rationals, Radicals, Quadratics and Discrete Mathematics.

G4.B1.S1 Provide additional practice in solving and graphing quadratic equations, both with and without technology that involves real world applications

Action Step 1

Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions. Provide real life problems related to algebra for enrichment opportunities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments including Interim Assessment reports to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule

Monthly

Evidence of Completion

Site based assessments and Interim assessments

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments including Interim Assessment reports to be sure that students are making progress and that instruction is being modified appropriately

Target Dates or Schedule

Monthly

Evidence of Completion

Data from District Interim reports will be used to monitor student progress.

G4.B1.S2 Provide additional practice in solving and graphing quadratic equations, both with and without technology that involves real world applications

Action Step 1

Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions. Provide real life problems related to algebra for enrichment opportunities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments including Interim Assessment reports to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule

Monthly

Evidence of Completion

Site based assessments and Interim assessments

Plan to Monitor Effectiveness of G4.B1.S2

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments including Interim Assessment reports to be sure that students are making progress and that instruction is being modified appropriately

Target Dates or Schedule

Monthly

Evidence of Completion

Data from District Interim reports will be used to monitor student progress.

G5. The results of the 2013 Geometry EOC indicated that 100% of our students achieved proficiency. Our goal for the 2013-2014 school year is to maintain the number of students scoring proficient at 100%.

G5.B1 According to the results of the 2013 Geometry EOC assessment, the area of greatest difficulty for level 4 students was Reporting Category 1-Two-Dimensional Geometry

G5.B1.S1 Practice expressing geometry solutions in multiple ways.

Action Step 1

Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments including Interim Assessment reports to be sure that students are making progress and that instruction is being modified appropriately

Target Dates or Schedule

Monthly

Evidence of Completion

Site base assessments and Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments including Interim Assessment reports to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule

Monthly

Evidence of Completion

Data from District Interim reports will be used to monitor student progress

G6. During the 2012-2013 school year our level of student participation in middle school acceleration courses was 92% and or level of performance was 100%. Our goal for the 2013-2014 school year is to increase our participation level to 93% and maintain our

G6.B1 Students who score a three or above on FCAT grade level math assessments are sometimes still missing skills necessary for accelerated middle school courses.

G6.B1.S1 Students need exposure to skills and problem solving techniques beyond those required by state standardized tests to be successful in middle school accelerated courses.

Action Step 1

Provide students with enrichment materials beyond the scope of grade level standards

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmark tests

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments including Interim Assessment reports to be sure that students are making progress and that instruction is being modified appropriately

Target Dates or Schedule

Monthly

Evidence of Completion

Site based assessments and Interim assessments

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The math specialist and the Assistant Principal will analyze data from regular assessments including Interim Assessment reports to be sure that students are making progress and that instruction is being modified appropriately

Target Dates or Schedule

Monthly

Evidence of Completion

Data from District Interim reports will be used to monitor student progress.

G7. The results of the 2013 FCAT Science Test for elementary 5th grade students indicated that 83% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 85%.

G7.B1 Data from 2013 FCAT administration indicated that students who scored a level 3 weakest area was Nature of Science

G7.B1.S1 Students performing at the mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Action Step 1

Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration and the elementary science specialist will disaggregate unit assessments to determine areas of weakness and analyze lab reports to adjust instruction.

Target Dates or Schedule

Monthly

Evidence of Completion

School site assessments and Interim assessments

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration and the elementary science specialist will disaggregate unit assessments to determine areas of weakness and analyze lab reports to adjust instruction.

Target Dates or Schedule

Monthly

Evidence of Completion

Unit Assessment, quarterly benchmarks and lab reports.

G7.B2 Data from 2013 FCAT administration indicated that students who scored a 4 or above weakest area was Earth/Space.

G7.B2.S1 Students performing at the mastery level of this reporting category will consistently be able to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identify characteristics associated with different climate zones, and identify factors that affect weather.

Action Step 1

Students will have opportunity to participate in hands on labs, projects and inquiry based learning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration and the elementary science specialist will disaggregate unit assessments to determine areas of weakness and analyze lab reports to adjust instruction.

Target Dates or Schedule

Monthly

Evidence of Completion

Site based assessments and Interim benchmarks

Plan to Monitor Effectiveness of G7.B2.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration and the elementary science specialist will disaggregate unit assessments to determine areas of weakness and analyze lab reports to adjust instruction.

Target Dates or Schedule

Monthly

Evidence of Completion

Unit Assessment, quarterly benchmarks and lab reports.

G8. The results of the 2013 FCAT Science Test for middle school 8th grade students indicated that 81% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 83%.

G8.B1 Data from 2013 FCAT administration indicated that students who scored a level 3 weakest area was Life Science.

G8.B1.S1 Students performing at the mastery level of this reporting category will generally be able to identify the functions of the human body systems, classify organisms, identify ways genetic variation contributes to the scientific theory of evolution, determine probabilities for genotypic and phenotypic combinations, and distinguish relationships among organisms in a food web.

Action Step 1

Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration and the science lead will disaggregate unit assessments to determine areas of weakness and analyze lab reports to adjust instruction.

Target Dates or Schedule

Monthly

Evidence of Completion

Site based assessments and Interim assessments

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration and the elementary science specialist will disaggregate unit assessments to determine areas of weakness and analyze lab reports to adjust instruction.

Target Dates or Schedule

Monthly

Evidence of Completion

Unit Assessment, quarterly benchmarks and lab reports.

G8.B2 Data from 2013 FCAT administration indicated that students who scored a level 4 weakest area was Earth/Space.

G8.B2.S1 Students performing at the mastery level of this reporting category will consistently be able to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identify characteristics associated with different climate zones, and identify factors that affect weather.

Action Step 1

Students will have opportunity to participate in hands on labs, projects and inquiry based learning.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration and the science lead will disaggregate unit assessments to determine areas of weakness and analyze lab reports to adjust instruction.

Target Dates or Schedule

Monthly

Evidence of Completion

Site based assessments and Interim assessments

Plan to Monitor Effectiveness of G8.B2.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration and the elementary science specialist will disaggregate unit assessments to determine areas of weakness and analyze lab reports to adjust instruction.

Target Dates or Schedule

Monthly

Evidence of Completion

Unit Assessment, quarterly benchmarks and lab reports.

G9. The results of the 2013 Biology EOC indicated that 100% of students achieved proficiency. The goal for the 2013-2014 school year is to maintain the number of students scoring proficient at 100%

G9.B1 According to the results of the 2013 Biology EOC assessment, the area of greatest difficulty for level 4 students was Reporting Category 1-Molecular and Cellular Biology.

G9.B1.S1 Students need opportunities observe biology in it's natural state.

Action Step 1

Students will have opportunity to participate in hands on labs, utilize interactive online tools which can be accessed at home and school.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmarks

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The STEM coordinator and the Assistant Principal will analyze data from regular assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule

Monthly

Evidence of Completion

Site based assessments and Interim Assessments

Plan to Monitor Effectiveness of G9.B1.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

The STEM coordinator and the Assistant Principal will analyze data from regular assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

Target Dates or Schedule

Monthly

Evidence of Completion

Data from District Interim reports will be used to monitor student progress.

G10. The number of STEM related activities provided for students will increase from 16 in 2012-2013 to 32 in 2013-2014.

G10.B1 Students have limited opportunities to engage in STEM related experiences throughout the school day and individual subjects.

G10.B1.S1 Teachers will provide more STEM related activities integrated into the core subjects.

Action Step 1

Require at least two STEM related projects at grades four through eight

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Use of the FCIM model in monthly meeting to monitor and brainstorm STEM projects

Person or Persons Responsible

The STEM team and/or administrator will look for increased participation in school site STEM projects and competitions that serve as a selection process for the district and state STEM competitions.

Target Dates or Schedule

Monthly

Evidence of Completion

Documentation of STEM projects in lesson plans

Plan to Monitor Effectiveness of G10.B1.S1

Use of the FCIM model in monthly meetings to document and brainstorm STEM project ideas

Person or Persons Responsible

The STEM team and/or administrator will look for increased participation in school site STEM projects and competitions that serve as a selection process for the district and state STEM competitions.

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work and teacher lesson plans

G10.B2 Students have limited opportunities to participate in STEM related activities throughout the school day and individual subjects.

G10.B2.S1 Teachers will provide engaging STEM related projects throughout all disciplines

Action Step 1

Require at least two STEM related projects at grades four through eight

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work

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

Use of the FCIM model in monthly meeting to monitor and brainstorm STEM projects

Person or Persons Responsible

The STEM team and/or administrator will look for increased participation in school site STEM projects and competitions that serve as a selection process for the district and state STEM competitions.

Target Dates or Schedule

Monthly

Evidence of Completion

Documentation of STEM projects in lesson plans

Plan to Monitor Effectiveness of G10.B2.S1

Use of the FCIM model in monthly meeting to monitor and brainstorm STEM projects

Person or Persons Responsible

The STEM team and/or administrator will look for increased participation in school site STEM projects and competitions that serve as a selection process for the district and state STEM competitions.

Target Dates or Schedule

Monthly

Evidence of Completion

Documentation of STEM projects in lesson plans

G11. The number of students enrolling in CTE courses will increase from 33% in 2012-2013 to 43% in 2013-2014.

G11.B1 Students at middle school are reluctant to in enroll in CTE courses which are instrumental in preparing them for the future.

G11.B1.S1 Creation of an engaging and active CTE curriculum.

Action Step 1

Infusion of high interest technology based programming activities

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student enrollment in CTE courses

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

Following the FCIM model, monthly meeting will be held to review instruction which will be adjusted as needed.

Person or Persons Responsible

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in student enrollment in CTE courses

Plan to Monitor Effectiveness of G11.B1.S1

Following the FCIM model, monthly meeting will be held to review instruction which will be adjusted as needed.

Person or Persons Responsible

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in enrollment in CTE courses

G11.B2 There is a lack of opportunities in the master schedule to provide students to take both accelerated courses and CTE classes

G11.B2.S1 Investigate opportunities for students to take CTE course on campus but through virtual and blended environments.

Action Step 1

Create a committee of CTE interested personnel to implement all CTE goals

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Presentation of plan to administration

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

Following the FCIM model, monthly meeting will be held to review instruction which will be adjusted as needed.

Person or Persons Responsible

Administrators monitor the effective implementation of plan for virtual and blended learning

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in student enrollment in CTE courses

Plan to Monitor Effectiveness of G11.B2.S1

Following the FCIM model, monthly meeting will be held to review instruction which will be adjusted as needed.

Person or Persons Responsible

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in student enrollment in CTE courses

G11.B3 Students and parents do not understand the benefit of taking CTE exams in a college preparation environment.

G11.B3.S1 Investigate opportunities for students to take CTE course on campus but through virtual and blended environments.

Action Step 1

Create a committee of CTE interested personnel to implement all CTE goals

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Presentation of plan to administration

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

Following the FCIM model, monthly meeting will be held to review instruction which will be adjusted as needed.

Person or Persons Responsible

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in student enrollment in CTE courses

Plan to Monitor Effectiveness of G11.B3.S1

Following the FCIM model, monthly meeting will be held to review instruction which will be adjusted as needed.

Person or Persons Responsible

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in student enrollment in CTE courses

G11.B4 The size of our school limits the number of CTE program concentrators that are available

G11.B4.S1 Investigate opportunities for students to take CTE course on campus but through virtual and blended environments.

Action Step 1

Create a committee of CTE interested personnel to implement all CTE goals

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Presentation of plan to administration

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

Following the FCIM model, monthly meeting will be held to review instruction which will be adjusted as needed.

Person or Persons Responsible

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in student enrollment in CTE courses

Plan to Monitor Effectiveness of G11.B4.S1

Following the FCIM model, monthly meeting will be held to review instruction which will be adjusted as needed.

Person or Persons Responsible

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in student enrollment in CTE courses

G11.B5 Currently no teachers on staff hold industry certifications

G11.B5.S1 Investigate opportunities for students to take CTE course on campus but through virtual and blended environments.

Action Step 1

Create a committee of CTE interested personnel to implement all CTE goals

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Presentation of plan to administration

Plan to Monitor Fidelity of Implementation of G11.B5.S1

Following the FCIM model, monthly meeting will be held to review instruction which will be adjusted as needed.

Person or Persons Responsible

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in student enrollment in CTE courses

Plan to Monitor Effectiveness of G11.B5.S1

Following the FCIM model, monthly meeting will be held to review instruction which will be adjusted as needed.

Person or Persons Responsible

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in student enrollment in CTE courses

G12. The 2013 baseline benchmark for civics indicated that 2% of our students scored proficient. We will increase that percentage to 86 percent on the Civics EOC.

G12.B1 Students enter 7th grade with a lack of civics knowledge due to a failure to articulate from kindergarten on what information could be covered at each grade level.

G12.B1.S1 The school will create a curriculum map of all civics skills taught at each grade level and align that to what students are expected to know on the EOC.

Action Step 1

Create committee tasked with creating a vertical curriculum map for civics education

Person or Persons Responsible

Social studies teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Presentation of curriculum map

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

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the social studies lead teacher will monitor classroom activities and assessments to ensure implementation of the curriculum map

Target Dates or Schedule

Monthly

Evidence of Completion

Common grade level assessments in civic content and interim assessments

Plan to Monitor Effectiveness of G12.B1.S1

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person or Persons Responsible

Administration along with the social studies lead teacher will monitor classroom activities and assessments to ensure implementation of the curriculum map

Target Dates or Schedule

Monthly

Evidence of Completion

Common grade level assessments in civic content and interim assessments

G13. Students missing 10 or more days will decrease from 6% to 5%, students receiving more than one or two referrals will be maintained at 0%, students being retained will decrease from 1% to 0, students not proficient in reading by 2nd grade will decrease 2%

G13.B1 Students missing ten or more days in elementary often do so as a result of lack of support at home

G13.B1.S1 The MTSS/Rtl team will create a system to track and support students who miss 10% or more days.

Action Step 1

MTSS/Rtl team meets monthly to track attendance, behavior and academic progress of students identified as missing 10% or more days.

Person or Persons Responsible

MTSS/Rtl team

Target Dates or Schedule

Monthly

Evidence of Completion

Team meeting minutes

Plan to Monitor Fidelity of Implementation of G13.B1.S1

The team will meet and use the FCIM model to determine intervention and monitoring system

Person or Persons Responsible

MTTS/Rtl team and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Tracking of early warning system data

Plan to Monitor Effectiveness of G13.B1.S1

Meet to analyze data and adjust interventions where appropriate

Person or Persons Responsible

MTTS/Rtl team and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Track early warning sign data

G13.B2 Students who receive more than one or two referrals in elementary often do so as a result of lack of parental support

G13.B2.S1 The MTTS/Rtl team will create a system to track and support students who receive more than one or two referrals in elementary school.

Action Step 1

The team will meet and use the FCIM model to determine intervention and monitoring system

Person or Persons Responsible

MTTS/Rtl team and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Implementation of intervention and monitoring system

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Meet and use the FCIM model to analyze data and adjust interventions where appropriate

Person or Persons Responsible

MTTS/Rtl team and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in the number of students in elementary receiving more than one or two referrals

Plan to Monitor Effectiveness of G13.B2.S1

Meet and use the FCIM model to analyze data and adjust interventions where appropriate

Person or Persons Responsible

MTTS/Rtl team and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in the number of students in elementary receiving more than one or two referrals

G13.B3 Students who are retained in elementary school are often not proficient in reading

G13.B3.S1 To implement a skills based assessment program in reading to differentiate instruction and target weak reading skills.

Action Step 1

The MTTS/Rtl team will create a system to track and support students who are retained in elementary school.

Person or Persons Responsible

MTTS/Rtl team and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in student being retained in elementary

Action Step 2

The MTTS/Rtl team will create a system to track and support students who are retained in elementary school.

Person or Persons Responsible

MTTS/Rtl team and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in student being retained in elementary

Plan to Monitor Fidelity of Implementation of G13.B3.S1

The team will meet and use the FCIM model to determine intervention and monitoring system

Person or Persons Responsible

MTTS/Rtl team and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in student being retained in elementary

Plan to Monitor Effectiveness of G13.B3.S1

The team will meet and use the FCIM model to determine intervention and monitoring system

Person or Persons Responsible

MTTS/Rtl team and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in student being retained in elementary

G13.B4 Students who are not proficient in reading by second grade often start school in kindergarten behind their peers

G13.B4.S1 Develop a screening and intervention program to identify and correct struggling readers in kindergarten and first grade.

Action Step 1

The MTTS/Rtl team will create a system to track and support students who are not proficient in reading by second grade.

Person or Persons Responsible

MTTS/Rtl team and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in number of students not proficient in reading by second grade

Plan to Monitor Fidelity of Implementation of G13.B4.S1

The team will meet and use the FCIM model to determine intervention and monitoring system

Person or Persons Responsible

MTTS/Rtl team and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in number of students not proficient in reading by second grade

Plan to Monitor Effectiveness of G13.B4.S1

Meet and use the FCIM model to analyze data and adjust interventions where appropriate

Person or Persons Responsible

MTTS/Rtl team and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in number of students not proficient in reading by second grade

G14. Students missing 10 or more days will decrease from 6% to 5%, students receiving more than one or two referrals will be maintained at 0%, and students failing Math, ELA or two subjects will decrease by 1%

G14.B1 Middle school students who miss 10% or more days of school often lack parent support

G14.B1.S1 The MTSS/Rtl team will create a system to track and support students with 10% or more absences

Action Step 1

MTSS/Rtl team meets monthly to track attendance, behavior and academic progress of students identified as exhibiting early warning signs

Person or Persons Responsible

MTSS/Rtl team

Target Dates or Schedule

Ongoing

Evidence of Completion

List of identified students

Plan to Monitor Fidelity of Implementation of G14.B1.S1

MTSS/Rtl team makes a list of interventions to get students back on track.

Person or Persons Responsible

MTSS/Rtl team and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of G14.B1.S1

Meet to analyze data and adjust interventions where appropriate

Person or Persons Responsible

MTSS/Rtl team and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting minutes

G14.B2 Middle school students who are failing Math, ELA or two or more subjects often lack motivation to succeed in school

G14.B2.S1 Guidance counselor will meet with students failing multiple courses on a regular basis to implement a program to motivate students

Action Step 1

Develop motivational program for students failing multiple classes

Person or Persons Responsible

Guidance counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Presentation of program

Plan to Monitor Fidelity of Implementation of G14.B2.S1

The team will meet and use the FCIM model to determine intervention and monitoring system

Person or Persons Responsible

MTSS/Rtl team and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in students failing multiple courses

Plan to Monitor Effectiveness of G14.B2.S1

Meet and use the FCIM model to analyze data and adjust interventions where appropriate

Person or Persons Responsible

MTTS/Rtl team and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in students failing multiple courses

G14.B3 Middle school students who receive one or more behavioral referrals often are seeking attention from their peers and adults

G14.B3.S1 Continue to implement the current BRtl plan

Action Step 1

Monitor current BRtl plan for success and adjust as needed

Person or Persons Responsible

MTTS/Rtl team and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Maintain number of students receiving multiple referrals

Plan to Monitor Fidelity of Implementation of G14.B3.S1

The team will meet and use the FCIM model to determine intervention and monitoring system

Person or Persons Responsible

MTTS/Rtl team and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Maintain number of students receiving multiple referrals

Plan to Monitor Effectiveness of G14.B3.S1

Meet and use the FCIM model to analyze data and adjust interventions where appropriate

Person or Persons Responsible

MTTS/Rtl team and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Maintain number of students receiving multiple referrals

G15. The number of parents attending school events will increase from 100 to 200.

G15.B1 Parents are not always aware of events occurring at the school.

G15.B1.S1 Parents are not proactive about contacting the school for event information

Action Step 1

School events will be publicized through a variety of media including connect ed phone messages, e-mail blasts, and website calendars.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Monitoring of various media to ensure posting of events.

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Calendaring of events on website

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Monitoring of website

Plan to Monitor Effectiveness of G15.B1.S1

Send events out through local media

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Published and broadcast in local media venues

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

N/A

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.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT Reading Test indicated that 86% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 89%.	\$13,300
Total		\$13,300

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
General	\$13,300	\$13,300
Total	\$13,300	\$13,300

Budget Details

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

G1. The results of the 2013 FCAT Reading Test indicated that 86% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 89%.

G1.B1 The area of deficiency for all students, as well as the white and economically disadvantaged, as noted on the 2013 FCAT 2.0 administration was: Reading Application due to an inability to identify themes or topics across a variety of fiction or nonfiction texts and compare/contrast elements, topics, settings, characters, problems in single or multiple texts.

G1.B1.S1 Provide students with variety of texts including fiction and non-fiction for comparing and contrasting multiple aspects of the text.

Action Step 1

Students should practice making inferences and drawing conclusions within and across texts

Resource Type

Evidence-Based Program

Resource

Reading Plus

Funding Source

General

Amount Needed

\$13,300