



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Palm Glades Preparatory Academy

22655 SW 112 AVE

Miami, FL 33170

786-272-2269

www.palmgladesprepacademy.com

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
80%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
95%

School Grades History

2013-14
D

2012-13
D

2011-12

2010-11

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

Palm Glades Preparatory Academy

Principal

Ivan Hernandez / Nathaniel Grasch

School Advisory Council chair

Melissa Aguilar

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

Name	Title
Ivan Hernandez	Principal
Archalena Coats	Asst. Principal
Terecita Nieves	Math Coach
Zenaida Tercero	Reading Coach
Maria Aviles-Strusinski	Reading/LA Dept Head
Donna Baggs	Math Dept Head
Ludwig Baez	Science Dept Head
Nathaniel Grasch	Governing Board Chairperson

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Ivan Hernandez - Principal
 Melissa Aguilar (EESAC Chairperson) - Alt. Principal
 Beverly Alfreide - Teacher
 Maritza Estevez - Teacher
 Rachel Morris - Teacher
 Maria Aviles-Strusinski - Teacher
 Dona Baggs - Teacher
 Kelly Fernandez - Alt. Teacher
 Archealeana Coast - Educational Support Employee

Jaclyn Velis-Gonzalez - Alt. Educational Support
Claudia Arce - Parent
Kisten Armstrong - Parent
Mercedes Escalante - Parent
Viviana Meneses - Parent
Gladys Reyes - Parent
Natalie Vazquez - Parent
Yolays Zurita - Alt. Parent
Emily Arce - Student
Janelle Arce - Alt. Student
Elliott Massa - Business Community Rep

Involvement of the SAC in the development of the SIP

Based on last year's meetings which were held quarterly, SAC members made recommendations to the school administration for implementation in this year's S.I.P.

Activities of the SAC for the upcoming school year

SAC committee members will meet on a quarterly basis or as needed, to ensure that school improvement functions are addressed, implemented, and revised as needed.

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

This information will be forthcoming after the EESAC's first meeting this year.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ivan Hernandez / Nathaniel Grsch

Principal

Years as Administrator: 4

Years at Current School: 1

Credentials

BA in Mathematics
 MA Educational Leadership
 Certified Mathematics 6-12
 Certified Educational Leadership

Performance Record

2013 - Asst. Director of Education for Charter School Associates.
 2012 - Asst. Director of Education for Charter School Associates.
 2011 - School Grade A
 Reading Meets High Stds. - 79%
 Mathematics Meets High Stds - 77%
 Writing Meets High Stds - 94%
 Science Meets High Stds - 61%
 Reading Learning Gains - 69%
 Math Learning Gains - 71%
 Reading Bottom Quartile Learning Gains - 68%
 Mathematics Bottom Quartile Learning Gains - 64%
 2010 - School Grade A
 Reading Meets High Stds. - 76%
 Mathematics Meets High Stds - 72%
 Writing Meets High Stds - 96%
 Science Meets High Stds - 41%
 Reading Learning Gains - 73%
 Math Learning Gains - 66%
 Reading Bottom Quartile Learning Gains - 67%
 Mathematics Bottom Quartile Learning Gains - 63%
 2009 - School Grade A
 Reading Meets High Stds. - 70%
 Mathematics Meets High Stds - 65%
 Writing Meets High Stds - 86%
 Science Meets High Stds - 34%
 Reading Learning Gains - 73%
 Math Learning Gains - 69%
 Reading Bottom Quartile Learning Gains - 81%
 Mathematics Bottom Quartile Learning Gains - 71%

Archalena Coats

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

BS in Elementary Ed
 MEd in Educational Leadership
 ESOL Endorsement
 Elementary Ed K-6
 ESOL K-12
 Ed Leadership
 ESE K-12

Performance Record

2013 - School Grade C
 Reading Meets High Stds. - 44%
 Mathematics Meets High Stds - 39%
 Writing Meets High Stds - 30%
 Science Meets High Stds - 47%
 Reading Learning Gains - 67%
 Math Learning Gains - 63%
 Reading Bottom Quartile Learning Gains - 71%
 Mathematics Bottom Quartile Learning Gains - 77%
 2012 - School Grade C
 Reading Meets High Stds. - 44%
 Mathematics Meets High Stds - 39%
 Writing Meets High Stds - 69%
 Science Meets High Stds - 36%
 Reading Learning Gains - 63%
 Math Learning Gains - 59%
 Reading Bottom Quartile Learning Gains - 67%
 Mathematics Bottom Quartile Learning Gains - 62%
 2011 - School Grade C
 Reading Meets High Stds. - 48%
 Mathematics Meets High Stds - 43%
 Writing Meets High Stds - 79%
 Science Meets High Stds - 36%
 Reading Learning Gains - 61%
 Math Learning Gains - 61%
 Reading Bottom Quartile Learning Gains - 72%
 Mathematics Bottom Quartile Learning Gains - 66%
 2010 - School Grade B
 Reading Meets High Stds. - 52%
 Mathematics Meets High Stds - 50%
 Writing Meets High Stds - 89%
 Science Meets High Stds - 37%
 Reading Learning Gains - 64%
 Math Learning Gains - 70%
 Reading Bottom Quartile Learning Gains - 71%
 Mathematics Bottom Quartile Learning Gains - 69%
 2009 - School Grade C
 Reading Meets High Stds. - 48%
 Mathematics Meets High Stds - 46%
 Writing Meets High Stds - 86%

Science Meets High Stds - 45%
Reading Learning Gains - 59%
Math Learning Gains - 63%
Reading Bottom Quartile Learning Gains - 73%
Mathematics Bottom Quartile Learning Gains - 67%

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Zenaida Tercero

Part-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy

Credentials

Bachelor's in English, Master's in Reading, Specialist in Educational Leadership, ESOL Certified, Reading K-12 Certified, English 6-12 Certified, K-6 Elementary Certified

Performance Record

2013 - School Grade C
 Reading Meets High Stds. - 64%
 Mathematics Meets High Stds - 61%
 Writing Meets High Stds - 65%
 Science Meets High Stds - 78%
 Reading Learning Gains - 65%
 Math Learning Gains - 55%
 Reading Bottom Quartile Learning Gains - 63%
 Mathematics Bottom Quartile Learning Gains - 46%
 2012 - School Grade A
 Reading Meets High Stds. - 79%
 Mathematics Meets High Stds - 77%
 Writing Meets High Stds - 69%
 Science Meets High Stds - 72%
 Reading Learning Gains - 68%
 Math Learning Gains - 71%
 Reading Bottom Quartile Learning Gains - 68%
 Mathematics Bottom Quartile Learning Gains - 64%
 2011 - School Grade A
 Reading Meets High Stds. - 79%
 Mathematics Meets High Stds - 77%
 Writing Meets High Stds - 79%
 Science Meets High Stds - 75%
 Reading Learning Gains - 68%
 Math Learning Gains - 71%
 Reading Bottom Quartile Learning Gains - 68%
 Mathematics Bottom Quartile Learning Gains - 64%
 2010 - School Grade A
 Reading Meets High Stds. - 76%
 Mathematics Meets High Stds - 72%
 Writing Meets High Stds - 89%
 Science Meets High Stds - 75%
 Reading Learning Gains - 73%
 Math Learning Gains - 66%
 Reading Bottom Quartile Learning Gains - 67%
 Mathematics Bottom Quartile Learning Gains - 63%
 2009 - School Grade A
 Reading Meets High Stds. - 70%
 Mathematics Meets High Stds - 66%
 Writing Meets High Stds - 79%
 Science Meets High Stds - 82%
 Reading Learning Gains - 68%
 Math Learning Gains - 69%

Reading Bottom Quartile Learning Gains - 71%
Mathematics Bottom Quartile Learning Gains - 73%

Terecita Nieves		
Part-time / School-based	Years as Coach: 7	Years at Current School: 2
Areas	Mathematics	
Credentials	Bachelor of Music Performance Masters in Science in Curriculum and Instruction in Mathematics Education Certification: Middle School Mathematics (5-9)	
Performance Record	2013 - School Grade D Reading Meets High Stds. - 48% Mathematics Meets High Stds - 34% Writing Meets High Stds - 65% Science Meets High Stds - 78% Reading Learning Gains - 59% Math Learning Gains - 49% Reading Bottom Quartile Learning Gains - 67% Mathematics Bottom Quartile Learning Gains - 63% 2012 - School Grade A Reading Meets High Stds. - 79% Mathematics Meets High Stds - 77% Writing Meets High Stds - 69% Science Meets High Stds - 72% Reading Learning Gains - 68% Math Learning Gains - 71% Reading Bottom Quartile Learning Gains - 68% Mathematics Bottom Quartile Learning Gains - 64% 2011 - School Grade A Reading Meets High Stds. - 79% Mathematics Meets High Stds - 77% Writing Meets High Stds - 79% Science Meets High Stds - 75% Reading Learning Gains - 68% Math Learning Gains - 71% Reading Bottom Quartile Learning Gains - 68% Mathematics Bottom Quartile Learning Gains - 64% 2010 - School Grade A Reading Meets High Stds. - 76% Mathematics Meets High Stds - 72% Writing Meets High Stds - 89% Science Meets High Stds - 75% Reading Learning Gains - 73% Math Learning Gains - 66% Reading Bottom Quartile Learning Gains - 67% Mathematics Bottom Quartile Learning Gains - 63% 2009 - School Grade A Reading Meets High Stds. - 70% Mathematics Meets High Stds - 66% Writing Meets High Stds - 79% Science Meets High Stds - 82%	

Reading Learning Gains - 68%
 Math Learning Gains - 69%
 Reading Bottom Quartile Learning Gains - 71%
 Mathematics Bottom Quartile Learning Gains - 73%

Classroom Teachers

of classroom teachers

15

receiving effective rating or higher

0%

Highly Qualified Teachers

60%

certified in-field

11, 73%

ESOL endorsed

7, 47%

reading endorsed

2, 13%

with advanced degrees

3, 20%

National Board Certified

0, 0%

first-year teachers

6, 40%

with 1-5 years of experience

5, 33%

with 6-14 years of experience

4, 27%

with 15 or more years of experience

0, 0%

Teacher Recruitment and Retention Strategies

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

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

Palm Glades Preparatory Academy uses a variety of strategies to recruit and retain our highly-qualified teachers. In conjunction with our management company (Charter School Associates), we use Online recruiting via teacherteacher.com, attend Job Fairs and place Newspaper ads to recruit teachers.

We offer Competitive salaries with great benefits and we pay a high percentage of health benefits. In addition , we offer annual raises and Performance bonuses

Our teachers are provided with a wide variety of Professional Development throughout the year and for those teachers looking to seek administrative and leadership positions we have our company Next to Lead (Leadership) Program.

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

- Mentor teachers must hold a valid professional teaching certificate;
- Minimum of three years of successful teaching experience; and Certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher.
- Mentor teachers will be matched to beginning teachers who are new to the school or grade level.
- Mentor teacher and beginning teachers will be matched according to like discipline and /or grade level.
- Mentoring teams will meet biweekly to observe each other's techniques, modeling best practices, and discussing improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful.
- Regular meetings with new teachers, designated Assistant Principal, Department Chairperson, and Lead. Responsible: Academy Teachers, Principal, Assistant Principal, Department Chair.
- Partnering new teachers with veteran teachers. Responsible: Principal and Assistant Principal
- Soliciting referrals from current employees. Responsible: Assistant Principal
- Offer teachers leadership opportunities. Responsible: Principal
- PDs

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

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

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

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

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

Tier 2

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

regularly (monthly is suggested) to:

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

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

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

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

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

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

Ivan Hernandez (Principal), Archalena Coats (Assistant Principal), Zenaida Tercero (Reading Coach), Teresita Nieves (Math Coach), Jaclyn Velis-Gonzalez (ESE/ESOL Specialist), Veritza Kostovski (Guidance Counselor) who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

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

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

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

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- STAR reading assessment
- Voyager Phonemic Awareness and Phonics measures
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades

- School site specific assessments
 - Teacher made assessments
 - District Interim, Baseline assessments
 - Mathletics
 - Edmentum
 - Surveys - Parent, student, teacher
- Behavior
- Student Case Management System
 - Detentions
 - Suspensions/expulsions
 - Referrals by student behavior, staff behavior, and administrative context
 - Office referrals per day per month
 - Team climate surveys
 - Attendance
 - Functional Assessment
 - Frequency Monitoring

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

1. The administrative team will communicate goals to parents through SAC meetings and ongoing parent involvement events.
2. The MTSS/RtI team will insure alignment of school, district and state policies and procedures.
3. There will be ongoing efficient facilitation and accurate use of an established problem-solving FCIM process to support planning, implementing, and evaluating effectiveness of services.
4. The MTSS/RtI team will build strong, positive, and ongoing collaborative partnerships with all stakeholders.
5. The school will utilize comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate school level.
6. There will be sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Department chairs will spearhead ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently through community partnerships

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 6,000

After School Program Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development. Students will be engaged in after school FCAT programs to instruct students in Reading and Mathematics strategies aligned with Common Core Standards and NGSSS. Teachers will participate in PD covering a wide range of topics including classroom management, hands-on activities, and Common Core standards to name a few. We will use Title I funds to help with these activities.

Strategy Purpose(s)

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

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

Student data is collected biweekly and analyzed to determine effectiveness . Students and teachers will set monthly goals in each subject area. Leadership team will meet monthly with teachers to dissect student data and determine areas of need and provide instruction for remediation.

Who is responsible for monitoring implementation of this strategy?

Ivan Hernandez (Principal)
 Archalena Coats (Assistant Principal)
 Zenaida Tercero (Reading Coach)
 Terecita Nieves (Math Coach)
 Jaclyn Velis-Gonzalez (ESE/ESOL Specialist)
 Veritza Kostovski (Guidance Counselor)
 Margarita Figueroa (Language Arts Lead Teacher)
 Lolisa Wallace (Math Teacher)

Strategy: Extended Day for All Students**Minutes added to school year:****Strategy Purpose(s)**

""

How is data collected and analyzed to determine the effectiveness of this strategy?**Who is responsible for monitoring implementation of this strategy?****Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

Name	Title
Ivan Hernandez	Principal
Archalena Coats	Asst. Principal
Zenaida Tercero	Reading Coach
Kelly Fernandez	Reading Teacher
Jaclyn Velis-Gonzalez	ESE/ESOL Specialist

How the school-based LLT functions

Our LLT meets during the summer to develop the reading pacing guide, thematic calendar and novels read per grade level. Throughout the year, our LLT meets to discuss student progress as evident by weekly school-wide assessments. The LLT analyzes the data, assists in adjusting curriculum to meet the needs of the students, and identifies students for remediation. Intervention is provided to students whose scores indicate a need for remediation. Students who are in the bottom 25%, have significantly low FAIR scores, have been retained and/or demonstrate weakness in mastering grade level material are provided with intensive remediation and monitored on a monthly basis through assessments and progress monitoring.

Major initiatives of the LLT

The major initiatives will be to maintain FCAT levels between 3 to 5 and increase the scores for the students' that have previously scored level 1's and 2's. We will also focus on the ESOL students so that they may improve English language acquisition. Finally, a dedicated effort to maintain the high ALG I EOC percent of proficient students.
Data chats with students.

Every Teacher Contributes to Reading Instruction

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

Every teacher contributes to each student's improvement by analyzing the data and targeting deficiencies. Using instructional approaches that will meet individual learning needs such as small groups, peer teaching, using visuals and real world applications. All teachers will implement FCAT and CRISS reading strategies as well as follow the Integrated Thematic Unit Calendar. The implementation of CRISS Strategies will be monitored through student work and evaluation of lessons by the leadership team. This calendar is cross-curricular and all teachers are expected to follow it regardless of subject area taught.

College and Career Readiness

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

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

The Language Arts department provides electives that integrate interesting content generally thought of as supplemental with content cluster benchmarks assessed on the state exam. Students in yearbook, speech and debate, career research, and critical thinking courses apply the content learned in their language arts classes. Palm Glades Preparatory Academy also offers a research course as an elective which focuses on the scientific method of solving problems. In addition to the Integrated Science and research courses, the school also offers students the opportunity to explore their creativity and competitiveness by participating in extracurricular activities such as the State Science Fair, Science,

Engineering, Communication, Mathematics Enhancement Program (STEM).

Our math courses will prepare our students to be successful in today's global economy, to be able to sift through arguments, interpret quantitative information, and make critical judgments. As recommended by the NCTM Math standards, every student will be equipped with the knowledge and skills to make sense of data, interpret technical materials, understand linear and nonlinear growth, manipulate formulas, distinguish logical arguments and apply geometric principles. Our mathematics framework encourages students to understand and use mathematics to reason, communicate, and solve problems in an ever changing global and technological society. Through the use of our pacing guides and Instructional Focus Calendar, both literature and technology are integrated in our lessons while connecting mathematics and science learning, reading in math, creating collaborative inquiry groups, and project based learning and aligning instruction with assessment. Collaborative activities will be implemented with other departments as well as with the academies to foster sharing, communication, and common practice. Palm Glades Preparatory Academy will maintain its partnership with community organizations, and parents, through the Parent Teacher Student Organization.

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

Palm Glades Preparatory Academy's design as a feeder for our High School, takes into account the individual interests of students. The core classes are taught with high expectations in mind and geared to personalizing the learning experience through project-based learning activities which are cross curricular. Palm Glades Preparatory Academy has also partnered with community organizations to bring in speakers for the students.

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		43%		
American Indian				
Asian				
Black/African American		38%		
Hispanic		52%		
White		59%		
English language learners		22%		
Students with disabilities		28%		
Economically disadvantaged		28%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	115	27%	31%
Students scoring at or above Achievement Level 4	89	21%	23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		59%	63%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

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)	22	55%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	25%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	30%	37%

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	60	47%	52%
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		34%		
American Indian				
Asian				
Black/African American		28%		
Hispanic		37%		
White		41%		
English language learners		20%		
Students with disabilities		17%		
Economically disadvantaged		17%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	25%	30%
Students scoring at or above Achievement Level 4	25	6%	8%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		49%	54%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		63%	67%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		42%	100%
Middle school performance on high school EOC and industry certifications		93%	93%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	81%	81%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		12%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	25%	29%
Students scoring at or above Achievement Level 4	14	11%	13%

Florida Alternate Assessment (FAA)

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

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)	0		8
Participation in STEM-related experiences provided for students	0	0%	60%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	30%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	70%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	80%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

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

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

Civics End-of-Course (EOC) Assessment

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	42	9%	8%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	1	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	5	1%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school**Specific Parental Involvement Targets**

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

- G1.** On the 2013 Reading FCAT 2.0, 48% of the students scored at level 3 or higher. On the 2014 Reading FCAT 2.0, our goal is to have 53% of the students scored at level 3 or higher, an increase of 5 percentage points.
- G2.** On the 2013 FCAT Writing 2.0, 47% of our students scored a 3.5 or higher. On the 2014 FCAT Writing 2.0, our goal is to have 52% of students score at a 3.5 or higher, an increase of 5 percentage points.
- G3.** On the 2013 Math FCAT 2.0, 34% of students scored at a level 3 or higher. On the 2014 Math FCAT 2.0, our goal is to have 41% of students score a level 3 or higher, an increase of 7 percentage points.
- G4.** In 2013, based on the Algebra I EOC data, 40% of eligible students participated in the Algebra I EOC. In 2014, 100% of eligible students will participate in the Algebra I EOC.
- G5.** On the 2013 Algebra 1 EOC, 93% of the students scored at a level 3 or higher. On the 2014 Algebra 1 EOC, our goal is to maintain a 93% proficiency on the Algebra 1 EOC.
- G6.** On the 2013 Science FCAT 2.0, 35% of students scored at a level 3 or higher. On the 2014 Science FCAT 2.0, our goal is to have 41% of students scoring at a level 3 or higher, an increase of 6 percentage points.
- G7.** During the 2012-13 school year, there were 0 STEM experiences. For the 2012-2013 school year, we will have 8 STEM activities and increase participation in STEM activities from 0% to 60%.
- G8.** Increase student participation in CTE related courses from 0% in 2012-13 to 30% as well as increase the percent of students who have completed one or more CTE courses who enroll in an accelerated course from 0% to 70%.
- G9.** On the 2013 Civics EOC, students average percent correct was 43%. On the 2014 Civics EOC, our goal is to increase the average percent correct to a 51%, an increase of 8 percentage points.
- G10.** In the 2012-13 school year, 9% of students missed 10% or more of instructional time. In 2013-14, our goal for Early Warning Systems is to increase student absences to 8%, a decrease of 1%.

Goals Detail

G1. On the 2013 Reading FCAT 2.0, 48% of the students scored at level 3 or higher. On the 2014 Reading FCAT 2.0, our goal is to have 53% of the students scored at level 3 or higher, an increase of 5 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Supplemental materials for Reading including but not limited to Common Core Coach Workbook, Wordly Wise, Florida Reading Ready, and a wide variety of informational texts.
- Teachers for after school tutorials
- Reading Coach
- SAT Vocabulary word of the day.
- Exemplar Lesson
- Novel Studies
- Pacing Guides

Targeted Barriers to Achieving the Goal

- Students in the AMO categories of Black, Hispanic, and White are demonstrating difficulty in the Vocabulary and Literary Analysis reporting categories as evident by the 2013 Reading FCAT 2.0.
- SWD have difficulty with Vocabulary development and Literary Analysis as evident by the 2013 Reading FCAT 2.0.
- ELL Students demonstrated difficulty in the Vocabulary and Literary Analysis reporting categories as evident by the 2013 Reading FCAT 2.0 due to lack of English language acquisition.
- Level 3 student performance data on the 2013 Reading FCAT 2.0 indicates a deficiency in reporting category of Literary Analysis.
- Level 4 student performance data on the 2013 Reading FCAT 2.0 indicates a deficiency in reporting category of Reading Application.
- Learning gains were effected by the students lack of vocabulary and difficulty with reading application as evident by the 2013 Reading FCAT 2.0.
- All students in the lowest 25% demonstrate difficulty in vocabulary and reading application as evident by the 2013 Reading FCAT 2.0.
- ELL students lack sufficient opportunities to participate in Read-a-louds, think-a-louds, and class discussions in English due to their limitations with the English language as evident on the 2013 CELLA Listening and Speaking assessment.
- ELL students lack sufficient opportunities to practice academic writing across all subjects as evident on the 2013 CELLA Writing assessment.
- ELL students lack sufficient opportunities to practice reading in English due to their limitations with the English language as evident on the 2013 CELLA Reading assessment.

Plan to Monitor Progress Toward the Goal

Monthly data chats with teachers and coaches to determine progress towards student achievement. Instruction will be catered to the weaknesses demonstrated by student data.

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data chats, data from interim and in house assessments, and individual student progress charts.

G2. On the 2013 FCAT Writing 2.0, 47% of our students scored a 3.5 or higher. On the 2014 FCAT Writing 2.0, our goal is to have 52% of students score at a 3.5 or higher, an increase of 5 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading Coach
- McKeel IBIS Project- A Blueprint for Building Better Sentences
- McKeel IBIS Project - Make Mine Rocky Road- Using Word Choice to Flavor Your Writing
- Pacing Guides, CPalms
- Wordly Wise Vocabulary Program

Targeted Barriers to Achieving the Goal

- Based on the 2013 Writing FCAT 2.0, students need assistance in providing adequate support and conventions needed to be proficient writers.

Plan to Monitor Progress Toward the Goal

Student written work, Interim Assessment data Monthly data chats with teachers and coaches to determine progress towards student achievement

Person or Persons Responsible

Administrative Team, Reading coach

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student written work, Interim Assessment data, teacher student data chats

G3. On the 2013 Math FCAT 2.0, 34% of students scored at a level 3 or higher. On the 2014 Math FCAT 2.0, our goal is to have 41% of students score a level 3 or higher, an increase of 7 percentage points.

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

- Supplemental materials for Math including but not limited to Mathletics, Lesson Maps, CSA Approach (Concrete, Semi-concrete, abstract), Math manipulatives, Problem solving protocols
- Teachers for after school tutorials
- Math Coach, teachers for afterschool tutorials and Saturday academies

Targeted Barriers to Achieving the Goal

- Students in AMO categories Black, Hispanic and White lack basic skills that make it difficult for them to complete higher complexity problems.
- ELL students need help with English language acquisition which leads to a lack the fluency and basic skills necessary to solve complex mathematical problems.
- SWD lack the fluency and basic skills that make it difficult for them to complete higher complexity problems.
- Students who achieved a level 3 demonstrate difficulties in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations.
- Students who achieved a level 4 or higher demonstrate difficulties in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations.
- The 2013 Math FCAT 2.0 learning gains data indicates that students lack mathematical fluency and problem solving skills in order to demonstrate appropriate learning gains and proficiency.
- All students in the lowest 25% demonstrate a need for instruction in mathematical fluency and problem solving skills.

Plan to Monitor Progress Toward the Goal

Monthly data chats with teachers and coaches to determine progress towards student achievement. Instruction will be catered to the weaknesses demonstrated by student data.

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data chats, data from interim and in house assessments Individual student progress charts.

G4. In 2013, based on the Algebra I EOC data, 40% of eligible students participated in the Algebra I EOC. In 2014, 100% of eligible students will participate in the Algebra I EOC.

Targets Supported

Resources Available to Support the Goal

- Math Connects for Algebra 1
- Math Triumphs for Algebra 1
- Math Coach
- Florida Math Ready
- Math Exemplars
- Manipulatives

Targeted Barriers to Achieving the Goal

- According to the 2013 Algebra 1 EOC, not all eligible students were enrolled in Algebra 1 thus effecting our participation percentage.
- Not all students enrolled in Algebra 1 may be prepared for the level of rigor required to demonstrate proficiency in the 2013 Algebra 1 EOC.

Plan to Monitor Progress Toward the Goal

Monthly data chats with teachers and coaches to determine progress towards student achievement. Instruction will be catered to the weaknesses demonstrated by student data.

Person or Persons Responsible

Administrative Team, coaches

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data chats, data from interim and in house assessments

G5. On the 2013 Algebra 1 EOC, 93% of the students scored at a level 3 or higher. On the 2014 Algebra 1 EOC, our goal is to maintain a 93% proficiency on the Algebra 1 EOC.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Manipulatives
- Algebra 1 Math Connects series
- Math Triumphs for Algebra 1
- Math Exemplars
- Math Coach
- Pacing Guide
- Mathletics

Targeted Barriers to Achieving the Goal

- Students scoring at a level 3 demonstrated a need for additional support in Mathematical fluency and problem solving proficiency in the areas of quadratic functions and situations involving polynomials.
- Students scoring at a level 4 or higher demonstrated a need for additional support in problem solving proficiency in the areas of quadratic functions and situations involving polynomials.

Plan to Monitor Progress Toward the Goal

Monthly data chats with teachers and coaches to determine progress towards student achievement. Instruction will be catered to the weaknesses demonstrated by student data.

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data chats, data from interim and in house assessments

G6. On the 2013 Science FCAT 2.0, 35% of students scored at a level 3 or higher. On the 2014 Science FCAT 2.0, our goal is to have 41% of students scoring at a level 3 or higher, an increase of by 6 percentage points.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Science Fusion
- Science Coach
- Pacing Guides
- Project GLOBE and Project WILD professional development resources

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Science FCAT 2.0, students scoring at a level 3 need assistance in all reporting categories especially in Life Science.
- According to the results of the 2013 Science FCAT 2.0, students scoring at a level 4 or higher need assistance in all reporting categories especially in Life Science.

Plan to Monitor Progress Toward the Goal

Monthly data chats with teachers and coaches to determine progress towards student achievement. Instruction will be catered to the weaknesses demonstrated by student data.

Person or Persons Responsible

Administrative Team, coaches

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data chats, data from interim and in house assessments

G7. During the 2012-13 school year, there were 0 STEM experiences. For the 2012-2013 school year, we will have 8 STEM activities and increase participation in STEM activities from 0% to 60%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Field Excursions
- PLTW (Project Lead the Way) Resources - Preparing students for a global economy
- Project Globe and Project Wild professional development resources

Targeted Barriers to Achieving the Goal

- No STEM experiences were provided to students in the 2012-2013 school year.
- STEM participation was not evident in the 2012-2013 school year due to a lack of STEM experiences available.

Plan to Monitor Progress Toward the Goal

Lesson Plans, Classroom instruction, Field Excursion activity sheets

Person or Persons Responsible

Administrative Team, coaches

Target Dates or Schedule:

Monthly

Evidence of Completion:

Lesson Plan reviews, walkthrough and observation checklist, Field Excursion activity reviews.
Department meetings

G8. Increase student participation in CTE related courses from 0% in 2012-13 to 30% as well as increase the percent of students who have completed one or more CTE courses who enroll in an accelerated course from 0% to 70%.

Targets Supported

- CTE

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- In 2012-13, no students were enrolled in any CTE courses.
- In 2012-13, there was minimal participation in accelerated courses.
- In 2012-13, a minimal number of students participated in CTE (EOC) exams.
- In 2012-13, there were no CTE program concentrators.
- In 2012-13, there were no teachers that held an industry certification.

Plan to Monitor Progress Toward the Goal

ISIS and Pinnacle

Person or Persons Responsible

Guidance Counselor and Registrar

Target Dates or Schedule:

Ongoing

Evidence of Completion:

ISIS and Pinnacle Reports

G9. on the 2013 Civics EOC, students average percent correct was 43%. On the 2014 Civics EOC, our goal is to increase the average percent correct to a 51%, an increase of 8 percentage points.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- Civics textbooks and curriculum materials
- C-Palms
- Pacing Guides
- Afterschool tutorials

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Civics EOC, students are having difficulty with understanding the order and function of government along with the origins and purposes of law and government.

Plan to Monitor Progress Toward the Goal

Monthly data chats with teachers and coaches to determine progress towards student achievement. Instruction will be catered to the weaknesses demonstrated by student data.

Person or Persons Responsible

Administrative Team, coaches

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data chats, data from interim and in house assessments

G10. In the 2012-13 school year, 9% of students missed 10% or more of instructional time. In 2013-14, our goal for Early Warning Systems is to increase student absences to 8%, a decrease of 1%.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Attendance incentives
- Proactive behavioral plan
- Role Model Program
- Positive behavior initiatives - Student of the month, Do the Right Thing

Targeted Barriers to Achieving the Goal

- According to 2012-13 school year data, 9% of students missed at least 10% of available instructional time.
- According to 2012-13 school year data, 1 student failed English/Language Arts. No student failed Math.
- According to 2012-13 school year data, 1% of the student population received a referral that lead to a suspension.

Plan to Monitor Progress Toward the Goal

Review of attendance, student achievement data, behavior records

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Administrative Meeting minutes.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1. On the 2013 Reading FCAT 2.0, 48% of the students scored at level 3 or higher. On the 2014 Reading FCAT 2.0, our goal is to have 53% of the students scored at level 3 or higher, an increase of 5 percentage points.

G1.B2 SWD have difficulty with Vocabulary development and Literary Analysis as evident by the 2013 Reading FCAT 2.0.

G1.B2.S1 Students will be exposed to an increase in vocabulary knowledge and Literary Analysis across the curriculum in a lower teacher-pupil ratio.

Action Step 1

Teachers will use concept maps and charts to analyze text structures, aid in the understanding of vocabulary in context and comprehension. Teachers will provide specific lessons in vocabulary application in content, word choice with assistance from supplemental material such as Wordly Wise in a smaller class setting.

Person or Persons Responsible

Reading Coach, ESE teacher, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Consultation/collaboration logs, Lesson Plans

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

Lesson plans reviews, audit of consultation/collaboration logs, observations and walkthroughs.

Person or Persons Responsible

Reading Coach, ESE Program Specialist and Admin team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan checklist, evaluations and walk-through documents and consultation/collaboration logs.

Plan to Monitor Effectiveness of G1.B2.S1

Analysis of data from interim and in house assessments as well as student sample work

Person or Persons Responsible

Reading coach, ESE teacher, ESE Program Specialist, Admin Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from assessments, data chats

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 ELL Students demonstrated difficulty in the Vocabulary and Literary Analysis reporting categories as evident by the 2013 Reading FCAT 2.0 due to lack of English language acquisition.

G1.B3.S1 ELL students will be provided with intensive after school tutorial to increase English language acquisition with the purpose of increasing vocabulary and fluency and aid in the increase reading comprehension.

Action Step 1

ELL students will be provided with afterschool tutorials with a specific focus on vocabulary instruction by the Spanish teachers in order to increase English language acquisition.

Person or Persons Responsible

Spanish Teachers

Target Dates or Schedule

After school tutorials

Evidence of Completion

Attendance logs and close monitoring of after school tutorials

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Reading Coach,

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, observation of afterschool tutorials

Plan to Monitor Effectiveness of G1.B3.S1

Review ESOL student data and track progress with data chats, teacher made assessments and interim assessments

Person or Persons Responsible

Reading Coach, Math Coach and Admin Team

Target Dates or Schedule

Weekly

Evidence of Completion

data chat documents, and student data

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4 Level 3 student performance data on the 2013 Reading FCAT 2.0 indicates a deficiency in reporting category of Literary Analysis.

G1.B4.S1 Expose students to CLOSE reads across the curriculum in order to increase each student's ability to analyze complex text.

Action Step 1

Teachers will use CLOSE reads across the curriculum in order to increase each student's ability to analyze complex text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations sheets

Facilitator:

Reading Coach

Participants:

Reading, Language Arts and core content teachers

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

Lesson Plans, classroom instruction

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, observation and walkthrough checklist

Plan to Monitor Effectiveness of G1.B4.S1

Analysis of data from interim and in house assessments as well as student sample work

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, data from interim and in house assessments

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B5 Level 4 student performance data on the 2013 Reading FCAT 2.0 indicates a deficiency in reporting category of Reading Application.

G1.B5.S1 Students will be group by level based on their needs in order to facilitate differentiated instruction and enrichment.

Action Step 1

Teachers will implement higher order questioning through the use of Webb's Depth of Knowledge task cards to insure there is rigor and enrichment opportunities in all lessons.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily whole group and small group instruction

Evidence of Completion

Lesson Plans, Assignments, teacher made assessments

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G1.B5.S1

Analysis of data from interim and in house assessments as well as student sample work.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, data from interim and in house assessments.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B5.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B6 Learning gains were effected by the students lack of vocabulary and difficulty with reading application as evident by the 2013 Reading FCAT 2.0.

G1.B6.S1 Expose students to CLOSE reads across the curriculum in order to increase each student's ability to analyze complex text.

Action Step 1

The teachers will use CLOSE reads across the curriculum in order to increase each student's ability to analyze complex text in order to assist with application of reading skills and strategies.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Daily whole group and small group instruction

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

Facilitator:

Reading Coach

Participants:

Reading and Language Arts teacher and core content area teachers

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G1.B6.S1

Analysis of data from interim and in house assessments as well as student sample work

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, data from interim and in house assessments

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B6.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B7 All students in the lowest 25% demonstrate difficulty in vocabulary and reading application as evident by the 2013 Reading FCAT 2.0.

G1.B7.S1 Students will be group by level based on their needs in order to facilitate differentiated instruction

Action Step 1

Teachers will use benchmark data to group students based on their needs to effectively implement centers based instruction in order to differentiate instruction.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Daily whole group and small group instruction

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

Facilitator:

Reading Coach

Participants:

Reading Teachers

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G1.B7.S1

Analysis of data from interim and in house assessments as well as student sample work

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, data from interim and in house assessments

Plan to Monitor Fidelity of Implementation of G1.B7.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B7.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B8 ELL students lack sufficient opportunities to participate in Read-a-louds, think-a-louds, and class discussions in English due to their limitations with the English language as evident on the 2013 CELLA Listening and Speaking assessment.

G1.B8.S1 During instruction students will be provided with opportunities to listen and to participate in read-a-louds, think-a-louds and reader theater.

Action Step 1

Teachers will provide students with opportunities to listen and to participate in read-a-louds, think-a-louds and Reader's Theater so that students may be provided additional opportunities to develop skills necessary to communicate in English.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G1.B8.S1

Monthly data chats with teachers and coaches to determine progress towards student achievement. Instruction will be catered to the weaknesses demonstrated by student data.

Person or Persons Responsible

Administrative Team, coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, data from interim and in house assessments Individual student progress charts.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B8.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B9 ELL students lack sufficient opportunities to practice academic writing across all subjects as evident on the 2013 CELLA Writing assessment.

G1.B9.S1 During instructions, students will be provided guidance in developing and using graphic organizers and reading response logs.

Action Step 1

Teachers will provide students with guidance in developing and using graphic organizers and reading response logs in order to provide students with increased opportunities to write across the curriculum.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

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

Analysis of data from interim and in house assessments as well as student sample work.

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, data from interim and in house assessments

Plan to Monitor Effectiveness of G1.B9.S1

Monthly data chats with teachers and coaches to determine progress towards student achievement. Instruction will be catered to the weaknesses demonstrated by student data.

Person or Persons Responsible

Administrative Team, coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, data from interim and in house assessments Individual student progress charts.

Plan to Monitor Fidelity of Implementation of G1.B9.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B9.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B10 ELL students lack sufficient opportunities to practice reading in English due to their limitations with the English language as evident on the 2013 CELLA Reading assessment.

G1.B10.S1 Differentiated instruction will be employed to address needs along with reciprocal reading strategies.

Action Step 1

Teachers will employ Differentiated Instruction to address needs along with reciprocal reading strategies. Teachers will use supplemental reading curriculum as well as strategies for effective instruction of ELL students.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G1.B10.S1

Analysis of data from interim and in house assessments as well as student sample work

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, data from interim and in house assessments

Plan to Monitor Fidelity of Implementation of G1.B10.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B10.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. On the 2013 FCAT Writing 2.0, 47% of our students scored a 3.5 or higher. On the 2014 FCAT Writing 2.0, our goal is to have 52% of students score at a 3.5 or higher, an increase of 5 percentage points.

G2.B1 Based on the 2013 Writing FCAT 2.0, students need assistance in providing adequate support and conventions needed to be proficient writers.

G2.B1.S1 Provide students with specific instruction in the use of graphic organizers. Provide students with instruction and assistance on writing with proper support and conventions needed to be proficient writers.

Action Step 1

Teacher will provide specific instruction in the use of graphic organizers. Teachers will also provide students with instruction and assistance on writing with proper support and conventions needed to be proficient writers.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

Facilitator:

McKeel Ibis Project

Participants:

Language Arts Teachers

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G2.B1.S1

Analysis of data from interim and in house assessments as well as student sample work

Person or Persons Responsible

Administrative Team, Reading coach

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, data from interim and in house assessments Individual student progress charts and writing conferencing logs

G3. On the 2013 Math FCAT 2.0, 34% of students scored at a level 3 or higher. On the 2014 Math FCAT 2.0, our goals is to have 41% of students score a level 3 or higher, an increase of 7 percentage points.

G3.B1 Students in AMO categories Black, Hispanic and White lack basic skills that make it difficult for them to complete higher complexity problems.

G3.B1.S1 Effectively implement the problem solving protocol to understand, plan, solve and check (UPSC) model enabling students to find the solution to higher order thinking word problems.

Action Step 1

Teachers will effectively implement the problem solving protocol to understand, plan, solve and check (UPSC) model enabling students to find the solution to higher order thinking word problems.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Daily whole group and small group instruction Weekly after school tutorials Weekly Saturday school tutorials

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G3.B1.S1

Analysis of data from interim and in house assessments as well as student sample work

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, data from interim and in house assessments

G3.B2 ELL students need help with English language acquisition which leads to a lack the fluency and basic skills necessary to solve complex mathematical problems.

G3.B2.S1 Implement the problem solving protocol to understand, plan, solve and check (UPSC) model in order to assist students with understanding word problems and required calculations.

Action Step 1

Teachers will effectively implement instruction to aid in the understanding of word problems to assist in problem solving and mathematical fluency.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily whole group and small group instruction Weekly after school tutorials Weekly Saturday school tutorials

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G3.B2.S1

Analysis of data from interim and in house assessments as well as student sample work

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, data from interim and in house assessments

G3.B3 SWD lack the fluency and basic skills that make it difficult for them to complete higher complexity problems.

G3.B3.S1 Provide assistance in any weak areas as well as provide reinforcement in mastered areas through small group instruction.

Action Step 1

The teachers will provide assistance in any weak areas as well as provide reinforcement in mastered areas through small group instruction with a specific focus in the problem solving protocol to understand, plan, solve and check (UPSC) model.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G3.B3.S1

Analysis of data from interim and in house assessments as well as student sample work

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, data from interim and in house assessments

G3.B4 Students who achieved a level 3 demonstrate difficulties in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations.

G3.B4.S1 Provide support in mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Teachers will provide support in mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily whole group and small group instruction Weekly after school tutorials Weekly Saturday school tutorials

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G3.B4.S1

Analysis of data from interim and in house assessments as well as student sample work

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, data from interim and in house assessments

G3.B5 Students who achieved a level 4 or higher demonstrate difficulties in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations.

G3.B5.S1 Provide support in mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Teachers will provide support in mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily whole group and small group instruction Weekly after school tutorials Weekly Saturday school tutorials

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G3.B5.S1

Analysis of data from interim and in house assessments as well as student sample work

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, data from interim and in house assessments

G3.B6 The 2013 Math FCAT 2.0 learning gains data indicates that students lack mathematical fluency and problem solving skills in order to demonstrate appropriate learning gains and proficiency.

G3.B6.S1 Support concept-based instruction through the implementation of the CSA model (Concrete, Semi-concrete, Abstract) especially in the area of Fraction, Geometry and Statistics.

Action Step 1

The teacher will implement concept-based instruction through the implementation of the CSA model (Concrete, Semi-concrete, Abstract) especially in the area of Fraction, Geometry and Statistics.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily whole group and small group instruction Weekly after school tutorials Weekly Saturday school tutorials

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

Facilitator:

Math Coach

Participants:

Math Teachers

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G3.B6.S1

Analysis of data from interim and in house assessments as well as student sample work

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, data from interim and in house assessments

G3.B7 All students in the lowest 25% demonstrate a need for instruction in mathematical fluency and problem solving skills.

G3.B7.S1 Support concept-based instruction through the implementation of the CSA model (Concrete, Semi-concrete, Abstract) especially in the area of Fraction, Geometry and Statistics.

Action Step 1

Teachers will provide specific instruction in concept-based instruction through the implementation of the CSA model (Concrete, Semi-concrete, Abstract) especially in the area of Fraction, Geometry and Statistics.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily whole group and small group instruction Weekly after school tutorials Weekly Saturday school tutorials

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

Facilitator:

Math Coach

Participants:

Math Teachers

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G3.B7.S1

Analysis of data from interim and in house assessments as well as student sample work

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, data from interim and in house assessments

G4. In 2013, based on the Algebra I EOC data, 40% of eligible students participated in the Algebra I EOC. In 2014, 100% of eligible students will participate in the Algebra I EOC.

G4.B1 According to the 2013 Algebra 1 EOC, not all eligible students were enrolled in Algebra 1 thus effecting our participation percentage.

G4.B1.S1 Ensure that all 8th grade students earning a level 3 or higher on the 7th grade 2013 Math FCAT 2.0 will be enrolled in Algebra 1 and thus eligible to participate in the 2014 Algebra 1 EOC.

Action Step 1

Administration will ensure that all 8th grade students earning a level 3 or higher on the 7th grade 2013 Math FCAT 2.0 will be enrolled in Algebra 1 and thus eligible to participate in the 2014 Algebra 1 EOC.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

2013 7th grade Math FCAT 2.0 scores 8th grade student schedules

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G4.B1.S1

Analysis of data from interim and in house assessments as well as student sample work

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Data chats, data from interim and in house assessments

G4.B2 Not all students enrolled in Algebra 1 may be prepared for the level of rigor required to demonstrate proficiency in the 2013 Algebra 1 EOC.

G4.B2.S1 Provide support of concept-based instruction through the implementation of the CSA model (Concrete, Semi-concrete, Abstract) in order to ensure students understand concepts taught and demonstrate proficiency in Algebra 1.

Action Step 1

The teachers will support concept-based instruction through the implementation of the CSA model (Concrete, Semi-concrete, Abstract) in order to ensure students understand concepts taught and demonstrate proficiency in Algebra 1.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily whole group and small group instruction Weekly after school tutorials Weekly Saturday school tutorials

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G4.B2.S1

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. On the 2013 Algebra 1 EOC, 93% of the students scored at a level 3 or higher. On the 2014 Algebra 1 EOC, our goal is to maintain a 93% proficiency on the Algebra 1 EOC.

G5.B2 Students scoring at a level 4 or higher demonstrated a need for additional support in problem solving proficiency in the areas of quadratic functions and situations involving polynomials.

G5.B2.S1 Provide opportunities for students to solve real world problems using quadratic equations and polynomials using the C.S.A. model (Concrete, Semi-concrete and Abstract).

Action Step 1

Teachers will provide opportunities for students to solve real world problems using quadratic equations and polynomials using the C.S.A. model (Concrete, Semi-concrete and Abstract).

Person or Persons Responsible

Algebra 1 teacher

Target Dates or Schedule

Daily whole group and small group instruction Weekly after school tutorials Weekly Saturday school tutorials

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G5.B2.S1

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. On the 2013 Science FCAT 2.0, 35% of students scored at a level 3 or higher. On the 2014 Science FCAT 2.0, our goal is to have 41% of students scoring at a level 3 or higher, an increase of 6 percentage points.

G6.B1 According to the results of the 2013 Science FCAT 2.0, students scoring at a level 3 need assistance in all reporting categories especially in Life Science.

G6.B1.S1 Increase rigor in Science writing and provide evidence through Science journals and laboratory conclusions that include claims, evidence and reasoning as delineated by common core standards.

Action Step 1

With the guidance of the pacing guide and essential labs, teachers will increase rigor in Science writing and provide evidence through Science journals and laboratory conclusions that include claims, evidence and reasoning as delineated by common core standards.

Person or Persons Responsible

Science Teacher and Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations, lab journals

Facilitator:

Project WILD and GLOBE

Participants:

Science Teachers

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G6.B1.S1

Lesson Plans, Data from lab reports

Person or Persons Responsible

Administrative Team, Science Chair

Target Dates or Schedule

weekly

Evidence of Completion

Lesson Plans, student lab reports, pictures, walkthrough and observation checklist

G6.B2 According to the results of the 2013 Science FCAT 2.0, students scoring at a level 4 or higher need assistance in all reporting categories especially in Life Science.

G6.B2.S1 Monitor and support implementation of rigorous activities, higher order questioning strategies to increase students' conceptual understanding.

Action Step 1

Teachers will incorporate rigorous activities, higher order questioning strategies to increase students' conceptual understanding.

Person or Persons Responsible

Science Teachers, Science Coach

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations, lab journals

Facilitator:

Project GLOBE and WILD

Participants:

Science Teachers

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G6.B2.S1

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

G7. During the 2012-13 school year, there were 0 STEM experiences. For the 2012-2013 school year, we will have 8 STEM activities and increase participation in STEM activities from 0% to 60%.

G7.B1 No STEM experiences were provided to students in the 2012-2013 school year.

G7.B1.S1 Provide and schedule a variety of STEM related experiences including but not limited to field excursions.

Action Step 1

The school will schedule a variety of STEM related experiences including but not limited to field excursions.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Filed Trip agenda and itineraries STEM projects STEM related lesson plans

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

Lesson Plans, Field Excursions, Projects

Person or Persons Responsible

Coaches, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist, Field Excursion requests with Benchmark tie-ins

Plan to Monitor Effectiveness of G7.B1.S1

Lesson Plans, Classroom instruction, Field Excursion activity sheets

Person or Persons Responsible

Teachers, Coaches, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist, Field Excursion activity reviews.
Department meetings

G7.B2 STEM participation was not evident in the 2012-2013 school year due to a lack of STEM experiences available.

G7.B2.S1 Provide students with STEM related activities in the classroom that will motivate students to participate in field excursions and other STEM related school-wide activities.

Action Step 1

Teachers will provide students with STEM related activities in the classroom that will motivate students to participate in field excursions and other STEM related school-wide activities.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans Student sample STEM work/projects Field trip agendas, excursions and rosters

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

Lesson Plans, Field Excursions, Projects

Person or Persons Responsible

Coaches, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist, Field Excursion requests with Benchmark tie-ins

Plan to Monitor Effectiveness of G7.B2.S1

Lesson Plans, Classroom instruction, Field Excursion activity sheets

Person or Persons Responsible

Teachers, Coaches, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist, Field Excursion activity reviews. Department meetings

G8. Increase student participation in CTE related courses from 0% in 2012-13 to 30% as well as increase the percent of students who have completed one or more CTE courses who enroll in an accelerated course from 0% to 70%.

G8.B1 In 2012-13, no students were enrolled in any CTE courses.

G8.B1.S1 All 7th Grade students will be enrolled in a Career Research class in order to complete their ePEP.

Action Step 1

Administration will ensure that all 7th grade students are enrolled in a Career Research class

Person or Persons Responsible

Guidance Counselor, registrar and Administration

Target Dates or Schedule

Prior to school opening and ongoing for any new student

Evidence of Completion

ISIS and gradebook reports

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

ISIS and Pinnacle

Person or Persons Responsible

Guidance Counselor and registrar

Target Dates or Schedule

Ongoing

Evidence of Completion

ISIS and Pinnacle Reports

Plan to Monitor Effectiveness of G8.B1.S1

ISIS and Pinnacle

Person or Persons Responsible

Guidance Counselor and Registrar

Target Dates or Schedule

Ongoing

Evidence of Completion

ISIS and Pinnacle

G8.B2 In 2012-13, there was minimal participation in accelerated courses.

G8.B2.S1 All eligible students will be enrolled in accelerated courses (Algebra I)

Action Step 1

Administration will ensure that all 8th grade students earning a level 3 or higher on the 7th grade 2013 Math FCAT 2.0 will be enrolled in Algebra 1 and thus eligible to participate in the 2014 Algebra 1 EOC.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

2013 7th grade Math FCAT 2.0 scores, 8th grade student schedules, Pinnacle

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

ISIS and Pinnacle

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

ISIS and Pinnacle reports

Plan to Monitor Effectiveness of G8.B2.S1

ISIS, Pinnacle

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

ISIS and Pinnacle reports, 2012-13 7th grade FCAT 2.0 Math scores

G8.B3 In 2012-13, a minimal number of students participated in CTE (EOC) exams.

G8.B3.S1 Administration will ensure that all students enrolled in an accelerated course (Algebra I) will participate in the 2013-14 Algebra I EOC

Action Step 1

Ensure that all students enrolled in Algebra I take the Algebra I EOC

Person or Persons Responsible

Administration, Testing Chair

Target Dates or Schedule

Ongoing and EOC testing window

Evidence of Completion

EOC testing rosters

Plan to Monitor Fidelity of Implementation of G8.B3.S1

EOC testing roster, 2012-13 7th Grade FCAT 2.0 Scores

Person or Persons Responsible

Administrations, Testing Chair

Target Dates or Schedule

Ongoing, testing window

Evidence of Completion

EOC testing roster

Plan to Monitor Effectiveness of G8.B3.S1

EOC rosters

Person or Persons Responsible

Administration and Testing Chair

Target Dates or Schedule

Ongoing and testing window

Evidence of Completion

EOC rosters

G8.B4 In 2012-13, there were no CTE program concentrators.

G8.B4.S1 Through the career research classes, teachers will prepare students to be able to select any CTE courses or programs when they enter High School.

Action Step 1

Teachers will guide students in completing the ePEP in order for them to get an idea of what career paths are available.

Person or Persons Responsible

Career Research teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed ePEP

Plan to Monitor Fidelity of Implementation of G8.B4.S1

Lesson Plans, classroom instruction, ePEP

Person or Persons Responsible

Career teacher, admin and counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

LP reviews, walkthroughs and ePEP

Plan to Monitor Effectiveness of G8.B4.S1

ePEP progression

Person or Persons Responsible

Career teacher, administration, counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

ePEP, LP reviews, observations

G8.B5 In 2012-13, there were no teachers that held an industry certification.

G8.B5.S1 Identify teachers that will begin the process of obtaining their industry certification.

Action Step 1

Administration will identify any teachers that will teach any CTE courses

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting notes/interview notes

Plan to Monitor Fidelity of Implementation of G8.B5.S1

Teacher enrollment in CTE industry certification courses

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment documents

Plan to Monitor Effectiveness of G8.B5.S1

Completion of Certification requirements

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Industry Certifications

G9. on the 2013 Civics EOC, students average percent correct was 43%. On the 2014 Civics EOC, our goal is to increase the average percent correct to a 51%, an increase of 8 percentage points.

G9.B1 According to the results of the 2013 Civics EOC, students are having difficulty with understanding the order and function of government along with the origins and purposes of law and government.

G9.B1.S1 Students need to be exposed to complex informational text and rigorous questions that require higher levels of reasoning, CLOSE reading activities, journals and written reader responses in Civics

Action Step 1

Teachers will expose students to complex informational text and rigorous questions that require higher levels of reasoning, CLOSE reading activities, journals and written reader responses in Civics.

Person or Persons Responsible

Civics teachers

Target Dates or Schedule

Daily whole group instruction Weekly after school tutorials

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Effectiveness of G9.B1.S1

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist

Plan to Monitor Fidelity of Implementation of G9.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G9.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10. In the 2012-13 school year, 9% of students missed 10% or more of instructional time. In 2013-14, our goal for Early Warning Systems is to increase student absences to 8%, a decrease of 1%.

G10.B1 According to 2012-13 school year data, 9% of students missed at least 10% of available instructional time.

G10.B1.S1 Provide attendance incentives to students who have 3 or fewer absences per quarter.

Action Step 1

Administration will provide attendance incentives to students who have 3 or fewer absences per quarter through quarterly Pizza Parties and Attendance certificates.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance reports

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

Attendance bulletins

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of G10.B1.S1

Attendance Bulletins

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance reports

G10.B2 According to 2012-13 school year data, 1 student failed English/Language Arts. No student failed Math.

G10.B2.S1 Provide intervention and Rtl monitoring for students in danger of failing a class.

Action Step 1

Teachers will provide intervention and Rtl monitoring for students in danger of failing a class.

Person or Persons Responsible

Teachers, Intervention teacher

Target Dates or Schedule

After school

Evidence of Completion

Attendance rosters from after school interventions

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

Lesson Plans, Classroom instruction

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plan reviews, walkthrough and observation checklist, Pinnalce

Plan to Monitor Effectiveness of G10.B2.S1

Student work, assessment data

Person or Persons Responsible

Coaches, Teachers, Administration

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Pinnacle, data chats

G10.B3 According to 2012-13 school year data, 1% of the student population received a referral that lead to a suspension.

G10.B3.S1 Administration will implement Positive Behavior Initiatives including but not limited to Student of the month and Do the Right Thing.

Action Step 1

Administration will implement Positive Behavior Initiatives including but not limited to Student of the month and Do the Right Thing.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Behavior referrals, teacher recommendations, student recognition

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Behavior records, Monthly list of "winners"

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Discipline committee meetings, teacher recommendations

Plan to Monitor Effectiveness of G10.B3.S1

Behavior records

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Student of the Month announcements. postings on bulletin boards, Certificates

Coordination and Integration

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

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School

Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

The school follows the National School Lunch Program requirements

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. On the 2013 Reading FCAT 2.0, 48% of the students scored at level 3 or higher. On the 2014 Reading FCAT 2.0, our goal is to have 53% of the students scored at level 3 or higher, an increase of 5 percentage points.

G1.B4 Level 3 student performance data on the 2013 Reading FCAT 2.0 indicates a deficiency in reporting category of Literary Analysis.

G1.B4.S1 Expose students to CLOSE reads across the curriculum in order to increase each student's ability to analyze complex text.

PD Opportunity 1

Teachers will use CLOSE reads across the curriculum in order to increase each student's ability to analyze complex text.

Facilitator

Reading Coach

Participants

Reading, Language Arts and core content teachers

Target Dates or Schedule

On going

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations sheets

G1.B6 Learning gains were effected by the students lack of vocabulary and difficulty with reading application as evident by the 2013 Reading FCAT 2.0.

G1.B6.S1 Expose students to CLOSE reads across the curriculum in order to increase each student's ability to analyze complex text.

PD Opportunity 1

The teachers will use CLOSE reads across the curriculum in order to increase each student's ability to analyze complex text in order to assist with application of reading skills and strategies.

Facilitator

Reading Coach

Participants

Reading and Language Arts teacher and core content area teachers

Target Dates or Schedule

Daily whole group and small group instruction

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

G1.B7 All students in the lowest 25% demonstrate difficulty in vocabulary and reading application as evident by the 2013 Reading FCAT 2.0.

G1.B7.S1 Students will be group by level based on their needs in order to facilitate differentiated instruction

PD Opportunity 1

Teachers will use benchmark data to group students based on their needs to effectively implement centers based instruction in order to differentiate instruction.

Facilitator

Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

Daily whole group and small group instruction

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

G2. On the 2013 FCAT Writing 2.0, 47% of our students scored a 3.5 or higher. On the 2014 FCAT Writing 2.0, our goal is to have 52% of students score at a 3.5 or higher, an increase of 5 percentage points.

G2.B1 Based on the 2013 Writing FCAT 2.0, students need assistance in providing adequate support and conventions needed to be proficient writers.

G2.B1.S1 Provide students with specific instruction in the use of graphic organizers. Provide students with instruction and assistance on writing with proper support and conventions needed to be proficient writers.

PD Opportunity 1

Teacher will provide specific instruction in the use of graphic organizers. Teachers will also provide students with instruction and assistance on writing with proper support and conventions needed to be proficient writers.

Facilitator

McKeel Ibis Project

Participants

Language Arts Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

G3. On the 2013 Math FCAT 2.0, 34% of students scored at a level 3 or higher. On the 2014 Math FCAT 2.0, our goals is to have 41% of students score a level 3 or higher, an increase of 7 percentage points.

G3.B6 The 2013 Math FCAT 2.0 learning gains data indicates that students lack mathematical fluency and problem solving skills in order to demonstrate appropriate learning gains and proficiency.

G3.B6.S1 Support concept-based instruction through the implementation of the CSA model (Concrete, Semi-concrete, Abstract) especially in the area of Fraction, Geometry and Statistics.

PD Opportunity 1

The teacher will implement concept-based instruction through the implementation of the CSA model (Concrete, Semi-concrete, Abstract) especially in the area of Fraction, Geometry and Statistics.

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

Daily whole group and small group instruction Weekly after school tutorials Weekly Saturday school tutorials

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

G3.B7 All students in the lowest 25% demonstrate a need for instruction in mathematical fluency and problem solving skills.

G3.B7.S1 Support concept-based instruction through the implementation of the CSA model (Concrete, Semi-concrete, Abstract) especially in the area of Fraction, Geometry and Statistics.

PD Opportunity 1

Teachers will provide specific instruction in concept-based instruction through the implementation of the CSA model (Concrete, Semi-concrete, Abstract) especially in the area of Fraction, Geometry and Statistics.

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

Daily whole group and small group instruction Weekly after school tutorials Weekly Saturday school tutorials

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations

G6. On the 2013 Science FCAT 2.0, 35% of students scored at a level 3 or higher. On the 2014 Science FCAT 2.0, our goal is to have 41% of students scoring at a level 3 or higher, an increase of by 6 percentage points.

G6.B1 According to the results of the 2013 Science FCAT 2.0, students scoring at a level 3 need assistance in all reporting categories especially in Life Science.

G6.B1.S1 Increase rigor in Science writing and provide evidence through Science journals and laboratory conclusions that include claims, evidence and reasoning as delineated by common core standards.

PD Opportunity 1

With the guidance of the pacing guide and essential labs, teachers will increase rigor in Science writing and provide evidence through Science journals and laboratory conclusions that include claims, evidence and reasoning as delineated by common core standards.

Facilitator

Project WILD and GLOBE

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations, lab journals

G6.B2 According to the results of the 2013 Science FCAT 2.0, students scoring at a level 4 or higher need assistance in all reporting categories especially in Life Science.

G6.B2.S1 Monitor and support implementation of rigorous activities, higher order questioning strategies to increase students' conceptual understanding.

PD Opportunity 1

Teachers will incorporate rigorous activities, higher order questioning strategies to increase students' conceptual understanding.

Facilitator

Project GLOBE and WILD

Participants

Science Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations, lab journals

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	On the 2013 Math FCAT 2.0, 34% of students scored at a level 3 or higher. On the 2014 Math FCAT 2.0, our goals is to have 41% of students score a level 3 or higher, an increase of 7 percentage points.	\$25,000
G10.	In the 2012-13 school year, 9% of students missed 10% or more of instructional time. In 2013-14, our goal for Early Warning Systems is to increase student absences to 8%, a decrease of 1%.	\$2,000
Total		\$27,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Other	Total
Title I	\$25,000	\$0	\$25,000
EESAC	\$0	\$2,000	\$2,000
Total	\$25,000	\$2,000	\$27,000

Budget Details

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

G3. On the 2013 Math FCAT 2.0, 34% of students scored at a level 3 or higher. On the 2014 Math FCAT 2.0, our goals is to have 41% of students score a level 3 or higher, an increase of 7 percentage points.

G3.B6 The 2013 Math FCAT 2.0 learning gains data indicates that students lack mathematical fluency and problem solving skills in order to demonstrate appropriate learning gains and proficiency.

G3.B6.S1 Support concept-based instruction through the implementation of the CSA model (Concrete, Semi-concrete, Abstract) especially in the area of Fraction, Geometry and Statistics.

Action Step 1

The teacher will implement concept-based instruction through the implementation of the CSA model (Concrete, Semi-concrete, Abstract) especially in the area of Fraction, Geometry and Statistics.

Resource Type

Evidence-Based Materials

Resource

Common Core Coach Payroll for Saturday School

Funding Source

Title I

Amount Needed

\$25,000

G10. In the 2012-13 school year, 9% of students missed 10% or more of instructional time. In 2013-14, our goal for Early Warning Systems is to increase student absences to 8%, a decrease of 1%.

G10.B1 According to 2012-13 school year data, 9% of students missed at least 10% of available instructional time.

G10.B1.S1 Provide attendance incentives to students who have 3 or fewer absences per quarter.

Action Step 1

Administration will provide attendance incentives to students who have 3 or fewer absences per quarter through quarterly Pizza Parties and Attendance certificates.

Resource Type

Other

Resource

Pizza Parties for students of the month and Attendance Certificates.

Funding Source

EESAC

Amount Needed

\$1,000

G10.B3 According to 2012-13 school year data, 1% of the student population received a referral that lead to a suspension.

G10.B3.S1 Administration will implement Positive Behavior Initiatives including but not limited to Student of the month and Do the Right Thing.

Action Step 1

Administration will implement Positive Behavior Initiatives including but not limited to Student of the month and Do the Right Thing.

Resource Type

Other

Resource

Pizza Parties for students of the month. Certificates for Do the Right Thing

Funding Source

EESAC

Amount Needed

\$1,000