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## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Florida International Academy

13400 NW 28TH AVE  
Opa Locka, FL 33054  
305-685-8190

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### School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 93%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 100%

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### School Grades History

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<b>2013-14</b> C	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> B
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### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
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

Florida International Academy

##### Principal

Sonia Mitchell C

##### School Advisory Council chair

Torrance Gary

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

Name	Title
Ms. Sonia Mitchell	Executive Director
Mr. Joe Jackson	Director of Operations
Ms. Veronica Grant	Asst. Director
Ms. ChyKimberly Q. Bullard	Asst. Principal
Ms. Marshall Genus-Lockhart	Reading Leader
Maria Glenda Ebarle	Literacy Coach
Ms. Anita Mesin	ESE Teacher

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

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

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal -1, Teacher -4, Student -1, Business/Community Representative -1, Educational Support Employee - 1, Parent -4, Alternative Education Support -1, Alternative Parent -1, Alternative Student -1, Alternative Teacher -1

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

The School Advisory Council is responsible for final decision making at the school relating to the implementation of the provisions of the annual School Improvement Plan. Each School Advisory Council assists in the annual preparation and evaluation of the School Improvement Plan (SIP).

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

The SIP review and approval Will be documented in the EESAC minutes prior to Monday, October 7, 2013. The EESAC is charged with the progress monitoring of the SIP Goals and Strategies throughout the year and will document the process through agendas and minutes of meetings.

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

FCAT tutoring materials = 1200.00

Materials for conducting scientific investigations and science journals. = 345.00

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators****# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Sonia Mitchell C**

Principal

Years as Administrator: 15

Years at Current School: 15

**Credentials**

BS – Business  
 MS – Elem Ed  
 ED.S – Reading  
 Leadership Certification - Pending

**Performance Record**

2013 - School Grade - B  
 Rdg. Levels 3-5, 42%  
 Math Levels 3-5, 49%  
 Lrng Gains-Rd, 64 points  
 Lrng Gains-Math 63 points  
 Gains-R Lowest 25% - 75 points  
 Gains-M Lowest 25% - 57 points  
 2012 - School Grade - A  
 Rdg. Levels 3-5, 42%  
 Math Levels 3-5, 56%  
 Lrng Gains-Rd, 69 points  
 Lrng Gains-Math 81 points  
 Gains-R Lowest 25% - 74 points  
 Gains-M Lowest 25% - 91 points  
 2011 - School Grade - B  
 Rdg. Levels 3-5, 54%  
 Math Levels 3-5, 62%  
 Lrng Gains-Rd, 64 points  
 Lrng Gains-Math 66 points  
 Gains-R Lowest 25% - 82 points  
 Gains-M Lowest 25% - 62 points  
 2010 - School Grade - A  
 Rdg. Levels 3-5, 55%  
 Math Levels 3-5, 69%  
 Lrng Gains-Rd, 62 points  
 Lrng Gains-Math 76 points  
 Gains-R Lowest 25% - 65 points  
 Gains-M Lowest 25% - 91 points  
 2009 - School Grade - A  
 Rdg. Levels 3-5, 53%  
 Math Levels 3-5, 66%  
 Lrng Gains-Rd, 69 points  
 Lrng Gains-Math 86 points  
 Gains-R Lowest 25% - 84 points  
 Gains-M Lowest 25% - 84 points

**Veronica Grant**

Asst Principal

Years as Administrator: 7

Years at Current School: 7

**Credentials**

BS – Science  
 MA – Accounting  
 Leadership Cert. Pending

**Performance Record**

2013 - School Grade - B  
 Rdg. Levels 3-5, 42%  
 Math Levels 3-5, 49%  
 Lrng Gains-Rd, 64 points  
 Lrng Gains-Math 63 points  
 Gains-R Lowest 25% - 75 points  
 Gains-M Lowest 25% - 57 points  
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 Rdg. Levels 3-5, 53%  
 Math Levels 3-5, 66%  
 Lrng Gains-Rd, 69 points  
 Lrng Gains-Math 86 points  
 Gains-R Lowest 25% - 84 points  
 Gains-M Lowest 25% - 84 points

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

**Maria Ebarle**

Full-time / School-based

Years as Coach: 2

Years at Current School: 3

**Areas**

Reading/Literacy

**Credentials**

BA – Elementary Ed/ Elementary K-6  
 MA - English/ English K-12  
 ESOL K-12

**Performance Record**

2013 - School Grade - B  
 Rdg. Levels 3-5, 42%  
 Math Levels 3-5, 49%  
 Lrng Gains-Rd, 64 points  
 Lrng Gains-Math 63 points  
 Gains-R Lowest 25% - 75 points  
 Gains-M Lowest 25% - 57 points  
 2012 - School Grade - A  
 Rdg. Levels 3-5, 42%  
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 Rdg. Levels 3-5, 53%  
 Math Levels 3-5, 66%  
 Lrng Gains-Rd, 69 points  
 Lrng Gains-Math 86 points  
 Gains-R Lowest 25% - 84 points  
 Gains-M Lowest 25% - 84 points

**Classroom Teachers****# of classroom teachers**

18

**# receiving effective rating or higher**

17, 94%

**# Highly Qualified Teachers**

83%

**# certified in-field**

15, 83%

**# ESOL endorsed**

9, 50%

**# reading endorsed**

5, 28%

**# with advanced degrees**

5, 28%

**# National Board Certified**

0, 0%

**# first-year teachers**

4, 22%

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

7, 39%

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

8, 44%

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

3, 17%

**Education Paraprofessionals****# of paraprofessionals**

1

**# Highly Qualified**

1, 100%

**Teacher Recruitment and Retention Strategies**

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

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

1. Regular meetings of new teachers with principal; Principal - Weekly thru June 10, 2014
2. Partnering new teachers with veteran staff; Assistant Principal - Biweekly thru Lesson Study
3. Recruitment by Human Resources; Assistant Principal - May 2013 thru July 2014

**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**

Esther Eduard will mentor new teacher Alexander Pope and Roxann Durrant during their common planning time. Ms. Eduard is an experienced teacher with a highly qualified status and has showed

learning gains in her students FCAT 2.0 performance over last 2 years .

Pauley Wesley will mentor new teacher David Green during their common planning time. Ms. Wesley has increased her students FCAT 2.0 math scores over last 2 years.

### **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 following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RTI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress using District Interim Assessments at least three times per year starting in by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - What progress is expected in each core area?
  - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
  - How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (enrichment opportunities).
2. 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.
3. Hold regular team meetings. Use 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.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

The Principal oversees all duties and responsibilities of the MTSS/RTI Team.

The Assistant Principal leads the RTI process.

The Reading Coaches monitors the academic progress.

The ESE Teacher facilitates Tier 3 interventions.

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

The school utilizes the Florida Continuous Improvement Model to monitor the fidelity of its MTSS/RTI. Items such as data chats, ongoing assessments, common lesson planning are all implemented.

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

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

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

2. Managed data will include:

**Academic**

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

**Behavior**

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs
- FAB/BIP

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

Professional Development on MTSS/RTI-RTIB was conducted at the beginning of the school year for the staff. After every assessment period, coaches disaggregate data with the assistance of the assigned administrator and teacher data chats are conducted, during a common planning PLC. Teachers then conduct individual data chats with students, where over-arching learning goals are developed by each student based on the data to ensure student accountability. Parents are given a weekly summative report of ongoing assessments and a quarterly report card is distributed by the district that reflects current student performance in all curricula areas. Parents may access student performance online through the district website. Parents are also given an opportunity to discuss student performance and possible plan of action during scheduled parent-teacher conferences.

**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:** 25,000

FIA will use the 21st Century Community Learning Centers Program to support our Extended Learning Time. The program will provide opportunities for academic enrichment, including tutorial service to help low-performing students meet state and local academic achievement standards in core academic subjects. The project focuses on services that will meet Annual Measurable Objectives (AMOs) as identified in the ESEA Flexibility Waiver.

**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?**

Projects, Observations, Unit tests will be used to determine the effectiveness of the strategy.

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

Teachers, Program Director, Leadership Team will ensure the implementation, monitoring and evaluation of effectiveness of the strategy.

**Literacy Leadership Team (LLT)**

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

Name	Title
Sonia Mitchell	Executive Director
Joe Jackson	Director of Operations
Veronica Jackson	Assistant Director
ChyKimberly Bullard	Assitant Principal
Marshalle Genus-Lockhart	Reading Leader
Maria Glenda Ebarle	Literacy Coach
Anita Messin	ESE specialist

**How the school-based LLT functions**

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from RLT meetings and have a dialogue with principals regarding the meetings.

The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The

reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. The team will meet monthly throughout the school year. School Literacy Leadership Teams may choose to meet more often.

### **Major initiatives of the LLT**

The Literacy Leadership Team will create a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which should meet at least once a month. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities. The principal will create a reading goal, specific objectives and action steps in the School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AMO.

## **Every Teacher Contributes to Reading Instruction**

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

Reading instruction is infused throughout all curricula areas, through the use of reading strategies such as : QAR's, reciprocal instruction and close reading. The school wide reading IFC has featured benchmarks for each curricula area : Science assists with academic vocabulary, Social Studies assists with the reading and analysis of non-fictional texts , Math assists with text features (graphs, charts etc.) and Reading and Language Arts classes are the core classes for reading content.

## 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	53%	42%	No	57%
American Indian				
Asian				
Black/African American	53%	42%	No	57%
Hispanic	48%	42%	No	54%
White				
English language learners	34%	24%	No	41%
Students with disabilities	31%	40%	Yes	38%
Economically disadvantaged	53%	42%	No	57%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	28%	32%
Students scoring at or above Achievement Level 4	51	14%	16%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)		75%	78%

### 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)	[data excluded for privacy reasons]		44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		29%

**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	61	58%	63%
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	60%	49%	No	64%
American Indian				
Asian				
Black/African American	60%	47%	No	64%
Hispanic	66%	75%	Yes	69%
White				
English language learners	53%	40%	No	57%
Students with disabilities	38%	33%	No	44%
Economically disadvantaged	61%	49%	No	65%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	103	32%	47%
Students scoring at or above Achievement Level 4	35	11%	17%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	202	63%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	183	57%	63%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		58%	62%
Middle school performance on high school EOC and industry certifications		80%	82%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	64%	66%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		11%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		28%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		54%

**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	24	23%	28%
Students scoring at or above Achievement Level 4	10	9%	14%

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	2	10%	100%

**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	33	9%	8%
Students who fail a mathematics course	22	6%	5%
Students who fail an English Language Arts course	27	8%	7%
Students who fail two or more courses in any subject	23	6%	5%
Students who receive two or more behavior referrals	93	25%	24%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	103	28%	27%

**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**

Florida International Elementary Charter School believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement in school educational planning and operations. In the spirit of the District/school/family and community partnerships this plan seeks to strengthen the partnership among parents/guardians, staff, school, the community, the superintendent, and the District by providing for parents' involvement in decision making as members of school-based planning teams, local parent groups, and the District-wide committees. Expanding training programs that help the individual parent support their child at home will further strengthen this partnership.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Our goal for the 2013-2014 school year is to increase parent involvement by 10%.	139	45%	55%

## Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading Assessment indicates that 42 % of our students achieved proficiency. The goal for the 2014 FCAT 2.0 Reading Assessment is to increase students achieving proficiency by 5 %.
- G2.** The results of the 2013 FCAT 2.0 Writing Assessment indicates that 58% % of students achieved proficiency (3.5) . The goal for the 2014 FCAT 2.0 Writing Assessment is to increase students achieving proficiency (3.5 ) by 10 percentage points.
- G3.** The result of 2013 FCAT 2.0 Mathematics Assessment indicates that 43% (138) achieved proficiency level. Our goal is to increase the number of students achieving proficiency by 16% (164).
- G4.** The results of the 2013 Geometry EOC assessment indicate that 80% (12) of students scored proficient. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 82% (14).
- G5.** The results of the 2013 Algebra EOC assessment indicate that 65% (21) of students scored proficient. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 77% (31).
- G6.** The results of the 2013 FCAT 2.0 Science assessment indicate that 37% (39) of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 6 percentage points to 43% (49).
- G7.** The results of the 2014 STEM program report indicated that 0% of our students were involved in a science/ technology based project. Our Goal for the STEM program is to improve our student involvement science and technology based projects from 0% to 1%.
- G8.** The results of the 2013 Civics EOC indicated that 0% of our students achieved proficiency. The goal for the 2014 Civics EOC is to increase the number of students scoring proficiency by 30%,
- G9.** The results of the AMOs for the EWS for our school indicated that 8% of our students failed an English language arts course . Our goal for the 2014 school year is to decrease the number of students failing an English language arts course by 1% (7%).

## Goals Detail

**G1.** The results of the 2013 FCAT 2.0 Reading Assessment indicates that 42 % of our students achieved proficiency. The goal for the 2014 FCAT 2.0 Reading Assessment is to increase students achieving proficiency by 5 %.

### **Targets Supported**

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

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

- McDougall Literature Series, Class Zone, Task Cards, Webb's Depth of Knowledge resources, FCRR activity bank, FCAT explorer, Reading Plus, FCAT item specs, scholastic and national geographic reading materials

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

- The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for all students was reporting category 2: Reading Application. Students demonstrated a deficit in the areas of main idea, compare /contrast and general reading comprehension skills. The cognitive levels of the test were also a problem. Seeing as several of our students had a lower developmental score because the questions that were attempted and answered correctly were on the lower level of the DOK. This increased rigor in questioning on the FCAT 2.0 is the major barrier that our students will have when sitting the FCAT 2.0 assessment next year.
- After disaggregating the data for the FCAT 2.0 reading assessment the 4-5 students struggled with the question stems that were within the higher cognitive level (real world application and literary analysis. Students showed minimal progress in the areas of informational text and literary analysis. The students lacked the critical thinking and reasoning skills that are necessary for demonstrated success in answering these types of questions on the FCAT 2.0 reading assessment
- The area noted on the 2013 administration of the FCAT 2.0 reading test for students not making learning gains was reporting category 2: reading application.
- The students in the Black subgroup making satisfactory progress showed minimal progress in reporting category 2: reading application as well as reporting category 1: vocabulary.
- The students in the ELL subgroup making satisfactory progress showed minimal progress in reporting category 2: reading application as well as reporting category 1: vocabulary

## Plan to Monitor Progress Toward the Goal

At the beginning of the school year the district baseline will be administered and specific attention will be placed on student performance within the area of Informational text and research process. An instructional focus calendar will be created monthly based on data , which will be used to drive the instruction of the school wide instructional focus based on data. Bi-weekly assessments will be administered on deficient standards/benchmarks and these assessment's will be used to track student progress on these targeted benchmarks. After every assessment data chats will be conducted by first the leadership team and literacy coaches , secondly teachers, administration and literacy coaches and finally teachers and students. District quarterly assessments will also be administered to monitor progress of standards/benchmarks taught within each quarter and teacher made assessments will be used to track student progress on focused benchmarks weekly

### Person or Persons Responsible

Literacy Coach Literacy Leadership Team

### Target Dates or Schedule:

ongoing

### Evidence of Completion:

Formative: FAIR, teacher made assessments, Biweekly assessments , District assessments, Reading Plus, Voyager Assessment, FCAT EXPLORER Summative: Results from the 2014 FCAT 2.0 Reading Test

**G2.** The results of the 2013 FCAT 2.0 Writing Assessment indicates that 58% % of students achieved proficiency (3.5) . The goal for the 2014 FCAT 2.0 Writing Assessment is to increase students achieving proficiency (3.5 ) by 10 percentage points.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Common Core aligned McDougall Literature curriculum, FCRR Activity Bank, FCAT Explorer, Reading Plus, National Geographic Magazine and Scholastic Non-fiction Class Sets, essay smart, write source curriculum.

### Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the writing FCAT was Writing Application, writing a persuasive essay that state a claim or position, present detailed evidence, examples and reasoning to support effective arguments and refute opposing arguments.

**Plan to Monitor Progress Toward the Goal**

An instructional focus calendar will be created monthly based on data , which will be used to drive the writing instruction weekly. Bi-weekly assessments will be administered on deficient standards/benchmarks and these assessment's will be used to track student progress on these targeted benchmarks. After every assessment data chats will be conducted by first the leadership team and literacy coaches , secondly teachers, administration and literacy coaches and finally teachers and students. District quarterly assessments will also be administered to monitor progress of standards/benchmarks taught within each quarter and teacher made assessments will be used to track student progress on focused benchmarks weekly.

**Person or Persons Responsible**

Literacy Coach Leadership Team Teachers

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

Formative: District Baseline data and monthly writing prompts Summative: 2013 FCAT Writing Test

**G3.** The result of 2013 FCAT 2.0 Mathematics Assessment indicates that 43% (138) achieved proficiency level. Our goal is to increase the number of students achieving proficiency by 16% (164).

#### **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**

- Holt McDougal Mathematics is used for the core instruction and is supplemented with FCAT Explorer and Discovery Education.

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

- The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 32% (103) of students achieved proficiency (FCAT Level 3). For 2014 FCAT 2.0 Mathematics we should increase students achieving proficiency to 47% (146). According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of greatest difficulty was Reporting Category 3-Geometry and Measurement.
- The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 11% (35) of students achieved proficiency (Level 4 and 5). For the 2013 FCAT 2.0 Mathematics Assessment we should increase students achieving proficiency (Level 4 and 5) to 17% (53). According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty was Reporting Category 3-Geometry and Measurement.
- The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 63% (221) of students making learning gains. For the 2013 FCAT 2.0 Mathematics Assessment, we should increase students making learning gains to 67% (208). The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics Assessment was Geometry and Measurement.
- The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 57% (50) of students in the lowest 25% made learning gains. We should increase percentage of students making learning gains in the lowest 25% to 61% (47).
- The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 47% (165) of the Black students subgroup made AMO . For the 2013 FCAT 2.0 Mathematics Assessment there is a need to increase students making learning gains to 64% (198). The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics Assessment was Geometry and Measurement.
- The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 40% (10) of ELL students subgroup made AMO . For the 2013 FCAT 2.0 Mathematics Assessment there is a need to increase students making learning gains to 57% (19). The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics Assessment was Geometry and Measurement.
- The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 33% (5) of SWD students subgroup made AMO . For the 2013 FCAT 2.0 Mathematics Assessment there is a need to increase students making learning gains to 44% (6). The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics Assessment was Geometry and Measurement.
- The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 49% (172) of ED students subgroup made AMO . For the 2013 FCAT 2.0 Mathematics Assessment there is a need to increase students making learning gains to 65% (202). The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics Assessment was Geometry and Measurement.

## Plan to Monitor Progress Toward the Goal

Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor progress towards meeting the goal. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

### Person or Persons Responsible

Leadership Team, Literacy Team, MTSS/RTI Team

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Formative: Teacher made assessment, biweekly assessments, district quarterly assessment and District Interim Data reports. Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

**G4.** The results of the 2013 Geometry EOC assessment indicate that 80% (12) of students scored proficient. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 82% (14).

### Targets Supported

- Geometry EOC

### Resources Available to Support the Goal

- Prentice Hall Geometry Honors Gold Series is used as the core curriculum. Discovery Education is used as a supplement.

### Targeted Barriers to Achieving the Goal

- The results of the 2013 Geometry EOC assessment indicate that 27%(4) of students scored in the middle third (Level 3). Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency(Level 3) to 28 (5). According to the results of the 2013 Geometry EOC assessment, the area of greatest difficulty was Reporting Category 3- Trigonometry and Discrete Mathematics.
- The results of the 2013 Geometry EOC assessment indicate that 53%(8) of students scored in the upper third (Level 4-5) Our goal for the 2013-2014 school year is to increase the percentage of students scoring in the upper third (Level 4-5) by 1 percentage point 54% (9) . The results of the 2013 Geometry EOC assessment indicate that the area of greatest difficulty was Reporting Category 2- Three-Dimensional Geometry.

## Plan to Monitor Progress Toward the Goal

Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor progress towards achieving goal. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Formative: teacher made assessments/quizzes, biweekly assessments, district interim assessments, district quarterly assessment Summative: Results from the 2013 Geometry EOC Assessment

**G5.** The results of the 2013 Algebra EOC assessment indicate that 65% (21) of students scored proficient. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 77% (31).

### Targets Supported

- Algebra 1 EOC

### Resources Available to Support the Goal

- Prentice Hall Algebra 1 Honors Gold Series is used for the core curriculum.

### Targeted Barriers to Achieving the Goal

- The results of the 2013 Algebra EOC assessment indicate that 64% (18) of students scored in proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3 ) to 66% (26) )students. According to the results of the 2013 Algebra EOC assessment, the area of greatest difficulty was Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics
- The results of the 2013 Algebra EOC assessment indicate that 11%(3) of students scored in the (Levels 4-5) Our goal for the 2013-2014 school year is to increase the percentage of students achieving (Level 4-5) to 11%(4) .According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty was Reporting Category 2-Polynomials.

### Plan to Monitor Progress Toward the Goal

Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor progress towards achieving the goal. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Formative: teacher made assessments/quizzes, biweekly assessments, district interim assessments, district quarterly assessments Summative: 2014 FCAT Mathematics Assessment 2.0

**G6.** The results of the 2013 FCAT 2.0 Science assessment indicate that 37% (39) of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 6 percentage points to 43% (49).

#### Targets Supported

- Science
- Science - Middle School

#### Resources Available to Support the Goal

- Pearson, Florida Interactive Course 3 is used as the core curriculum. Discovery Education and FCAT explorer are used to enrich the curriculum

#### Targeted Barriers to Achieving the Goal

- Results of the 2012 FCAT 2.0 Science assessment indicate that students experience the most difficulty in Reporting Category 1: The Nature of Science.

### Plan to Monitor Progress Toward the Goal

Leadership Team will use data reports to review the results of Teacher Made Tests, Biweekly Assessments, District Quarterly Assessments, District Interim Assessments to monitor progress towards achieving the goal. Instruction will be intensified and curriculum focus will be adjusted as necessary.

#### Person or Persons Responsible

Leadership Team, Literacy Team. MTSS/RTI Team

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Formative: Projects, Teacher Made Tests, Biweekly Assessment, District Quarterly Assessments, District Interim Assessment Summative: The 2013 FCAT Science Assessment

**G7.** The results of the 2014 STEM program report indicated that 0% of our students were involved in a science/ technology based project. Our Goal for the STEM program is to improve our student involvement science and technology based projects from 0% to 1%.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Computers, internet connection and Science Magazines are the resources used to encourage STEM inquiry among students.

**Targeted Barriers to Achieving the Goal**

- Students have a limited exposure to scientific inquiry and limited participation in project based learning.

**Plan to Monitor Progress Toward the Goal**

A plan/timeline for the development of projects and participation in STEM competitions should be established and followed through.

**Person or Persons Responsible**

Team Leadership

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Project output, documentation of accomplished projects and attended competition will be kept as evidence of completion.

**G8.** The results of the 2013 Civics EOC indicated that 0% of our students achieved proficiency. The goal for the 2014 Civics EOC is to increase the number of students scoring proficiency by 30%,

**Targets Supported**

- Civics EOC

**Resources Available to Support the Goal**

- Common Core aligned Civics curriculum,

**Targeted Barriers to Achieving the Goal**

- The barrier that many of our students will face is a lack of content area vocabulary,that will be introduced throughout a civics lesson.

### Plan to Monitor Progress Toward the Goal

Following the FCIM model the leadership team will have bi-weekly data chats with teachers to analyze students progress on targeted benchmarks. Teachers will realign instruction as needed.

**Person or Persons Responsible**

Leadership team

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

bi-weekly assessments, district assessments, lesson plans and 2014 civics EOC assessment

**G9.** The results of the AMOs for the EWS for our school indicated that 8% of our students failed an English language arts course . Our goal for the 2014 school year is to decrease the number of students failing an English language arts course by 1% (7%).

**Targets Supported**

- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- McDougal Littell Literature curriculum, class zone, reading plus.

**Targeted Barriers to Achieving the Goal**

- The barrier that the majority of our students will face in the English language arts course is the ability to analyze a literary text closely.

### Plan to Monitor Progress Toward the Goal

Leadership team and literacy coach will analyze interim progress reports and final report cards with special focus on the students passing/failing English Language arts. Data chats will be conducted with teachers to discuss report results ongoing.

**Person or Persons Responsible**

leadership team and literacy coach

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

end of quarter report card, interim progress report and 2014 results of EWS

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results of the 2013 FCAT 2.0 Reading Assessment indicates that 42 % of our students achieved proficiency. The goal for the 2014 FCAT 2.0 Reading Assessment is to increase students achieving proficiency by 5 %.

**G1.B1** The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for all students was reporting category 2: Reading Application. Students demonstrated a deficit in the areas of main idea, compare /contrast and general reading comprehension skills. The cognitive levels of the test were also a problem. Seeing as several of our students had a lower developmental score because the questions that were attempted and answered correctly were on the lower level of the DOK. This increased rigor in questioning on the FCAT 2.0 is the major barrier that our students will have when sitting the FCAT 2.0 assessment next year.

**G1.B1.S1** In an effort to offset the anticipated barrier, students will be exposed to higher level of questioning through reading instruction with the use of the Webb's Depth of knowledge; Task Cards as well as other teacher generated higher order question stems. Students will be taught the strategy of close reading as this has been proven to enhance reading comprehension along with higher level critical thinking skills, both of which are necessary for student success on the FCAT 2.0. Graphic organizers and other scaffolding tools will be used and scaffold in the initial offset of instruction. Students will use these tools as a guide and will gradually be given less opportunities to utilize them in an effort to encourage independence. Students will also be placed accurately in differentiated groups within Core and Intensive reading classes, where they will practice fluency strategies such as buddy reading, timed readings and echo reading to enhance prosody and automaticity. Florida Ready Reading FCAT prep materials will also be used to supplement instruction as needed.

### Action Step 1

Teachers will give students direct instruction in determining the main idea by providing opportunities for students to practice using and identifying details from the passage that determines the main idea , plot and purpose Students will also be given oppurtunites to practice making infrences, drawing conclusions and identifying the implied main idea and author's purpose.

#### Person or Persons Responsible

Teachers and Students

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Inference Chart, Teacher Made assessments on Main Idea, Other relevant student samples.

## **Action Step 2**

Teachers will ingrain the practice of justifying answers and going back to the text for support with the assistance of writing frames and close reading to scaffold. Teachers will scaffold instruction through the use of graphic organizers and assist students to patterns within text which assists in the identification of implied main ideas .

### **Person or Persons Responsible**

Teachers and Students

### **Target Dates or Schedule**

ongoing

### **Evidence of Completion**

Relevant student writing samples, teacher made assessments .

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

The leadership team will conduct ongoing walk - thrus to ensure that targeted strategies are being implemented with fidelity. Leadership meetings will take place on a weekly basis to discuss findings relating to implementation fidelity. Teacher lesson plans will be reviewed on a weekly basis to ensure that targeted strategies are being used within the instructional lessons.

### **Person or Persons Responsible**

Leadership Team and Literacy Coach

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Lesson plans, walk-thru check list, leadership meeting notes.

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

### **Person or Persons Responsible**

Leadership Team and Literacy Coach

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

**G1.B2** After disaggregating the data for the FCAT 2.0 reading assessment the 4-5 students struggled with the question stems that were within the higher cognitive level (real world application and literary analysis). Students showed minimal progress in the areas of informational text and literary analysis. The students lacked the critical thinking and reasoning skills that are necessary for demonstrated success in answering these types of questions on the FCAT 2.0 reading assessment

**G1.B2.S1** Students will be exposed to higher levels of questioning through the use of the DOK and Task Cards. Students will also use the task cards to generate questions for these focus areas which they will use within their learning communities. Student groups will be differentiated and teacher will differentiate based on product. These higher students will be required to create literary works that are aligned with the common core's approach to reading and writing. Students will be exposed to close reading, where the text will become the expert. Students will also take part in Socratic seminars, literature circles and peer tutoring groups to develop critical thinking and reasoning skills. Florida Ready Reading FCAT prep materials will also be used to supplement instruction as needed.

### **Action Step 1**

Students will be directly taught how to graphically depict comparison and contrast relationships within text. Teachers will afford students the opportunity to practice identifying the methods of development, as well as multiple patterns within a single passage. Students will be given more experience through direct instruction with problem-and-solution finding activities

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

Teachers and Students

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

ongoing

#### **Evidence of Completion**

Relevant student samples, teacher assessments, Lesson Plans

### **Action Step 2**

Through close reading students will practice reducing textual information to key points so that comparisons can be made across texts; students will also be introduced to a variety of genres. Close reading will also be used to identify relevant details that support comparison and contrast.

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

Teachers and Students

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

ongoing

#### **Evidence of Completion**

Relevant student samples, teacher assessments , Lesson Plans

### **Action Step 3**

Teachers will place emphasis on directly teaching students how to recognize implicit meaning within a text that supports inferencing.

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

Teachers and Students

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

ongoing

#### **Evidence of Completion**

Relevant student samples, teacher assessments, Lesson Plans

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

Following the FCIM model, the Administration and literacy coaches will conduct Walk-thru to ensure fidelity of implementation of National Geographic and Scholastic resources. Lesson plan documentation will be monitored on an ongoing basis. Reading Plus usage data will be monitored weekly by teachers and literacy coaches.

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

Leadership Team

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

ongoing

#### **Evidence of Completion**

Reading Plus usage and progress data, Lesson plans, classroom

## Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, the Literacy Leadership Team, reading coach, and teachers will review assessment data biweekly and adjust instruction as needed during department meetings. Reading Plus progress reports will be analyzed weekly by teachers and literacy coaches to ensure that students are spending the necessary amount of time on learning activities and assessments to guarantee success. Skills that are highlighted as deficient will be addressed through differentiation within the core reading /language arts class. The FAIR data will be measured and recorded to ensure that student progress is being made in this cluster.

### Person or Persons Responsible

Literacy Leadership Team Literacy Coaches

### Target Dates or Schedule

ongoing

### Evidence of Completion

Formative: FAIR, teacher made assessments, Biweekly assessments ,District assessments, Reading Plus, FCAT EXPLORER Summative: Results from the 2014 FCAT 2.0 Reading Test

**G1.B3** The area noted on the 2013 administration of the FCAT 2.0 reading test for students not making learning gains was reporting category 2:reading application.

**G1.B3.S1** The students will be given an abundance of reading strategies that have been proven to enhance reading comprehension and fluency. Strategies such as: reciprocal teaching, QAR, Socratic seminars, literature circles, as well as fluency strategies such as: buddy reading and cloze reading will be employed. Students will also be taught using the DOK to ensure that the rigor that is needed to be successful on the FCAT 2.0 is addressed. In reading classes data from FAIR will be used to profile the students for placement along with the TRE. Students will then be instructed on targeted skillareas using the materials for intervention on the FCRR website to address specific skill sets. Reading intervention programs will also be utilized such as success maker to enhance classroom instruction. Florida Ready Reading FCAT prep materials will also be used to supplement instruction as needed.

### Action Step 1

Students will be directly taught how to graphically depict comparison and contrast relationships within text. Teachers will afford students the opportunity to practice identifying the methods of development, as well as multiple patterns within a single passage. Students will be given more experience through direct instruction with problem-and-solution finding activities.

### Person or Persons Responsible

Teachers and students

### Target Dates or Schedule

ongoing

### Evidence of Completion

relevant student samples and teacher made assessments

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

Following the FCIM model, the Literacy Leadership Team, reading coach, and teachers will review assessment data biweekly and adjust instruction as needed during department meetings. Reading Plus progress reports will be analyzed weekly by teachers and literacy coaches to ensure that students are spending the necessary amount of time on learning activities and assessments to guarantee success. Skills that are highlighted as deficient will be addressed through differentiation within the core reading /language arts class. The FAIR data will be measured and recorded to ensure that student progress is being made in this cluster

#### Person or Persons Responsible

Leadership Team and Literacy Coach

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Formative: FAIR, teacher made assessments, Biweekly assessments , District assessments, Reading Plus, FCAT EXPLORER Summative: Results from the 2014 FCAT 2.0 Reading Test

### Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, the Literacy Leadership Team, reading coach, and teachers will review assessment data biweekly and adjust instruction as needed during department meetings. Reading Plus progress reports will be analyzed weekly by teachers and literacy coaches to ensure that students are spending the necessary amount of time on learning activities and assessments to guarantee success. Skills that are highlighted as deficient will be addressed through differentiation within the core reading /language arts class. The FAIR data will be measured and recorded to ensure that student progress is being made in this cluster.

#### Person or Persons Responsible

Literacy Coach Literacy Leadership Team

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Formative: FAIR, teacher made assessments, Biweekly assessments , District assessments, Reading Plus, Voyager Assessment, FCAT EXPLORER Summative: Results from the 2014 FCAT 2.0 Reading Test

**G1.B4** The students in the Black subgroup making satisfactory progress showed minimal progress in reporting category 2: reading application as well as reporting category 1: vocabulary.

**G1.B4.S1** The students will be given an abundance of reading strategies that have been proven to enhance reading comprehension and fluency. Strategies such as: reciprocal teaching, QAR, Socratic seminars, literature circles, as well as fluency strategies such as: buddy reading and cloze reading will be employed. Students will also be taught using the DOK to ensure that the rigor that is needed to be successful on the FCAT 2.0 is addressed. In reading classes data from FAIR will be used to profile the students for placement along with the TRE. Students will then be instructed on targeted skill areas using the materials for intervention on the FCRR website to address specific skill sets. Reading intervention programs will also be utilized such as success maker to enhance classroom instruction. Success Academy materials and tutoring materials (Florida Ready) will be used to facilitate tutoring sessions. Florida Ready Reading FCAT prep materials will also be used to supplement instruction as needed.

### **Action Step 1**

Students will be directly taught how to graphically depict comparison and contrast relationships within text. Teachers will afford students the opportunity to practice identifying the methods of development, as well as multiple patterns within a single passage. Students will be given more experience through direct instruction with problem-and-solution finding activities

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

Teachers and Students

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

ongoing

#### **Evidence of Completion**

Relevant student samples, teacher assessments, Lesson Plans

### **Action Step 2**

Through close reading students will practice reducing textual information to key points so that comparisons can be made across texts; students will also be introduced to a variety of genres. Close reading will also be used to identify relevant details that support comparison and contrast.

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

Teachers and Students

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

ongoing

#### **Evidence of Completion**

Relevant student samples, teacher assessments, Lesson Plans

### **Action Step 3**

Through close reading students will practice reducing textual information to key points so that comparisons can be made across texts; students will also be introduced to a variety of genres. Close reading will also be used to identify relevant details that support comparison and contrast.

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

Teachers and Students

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

ongoing

#### **Evidence of Completion**

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

Following the FCIM model, the Administration and literacy coaches will conduct Walk-thru to ensure fidelity of implementation of strategies. teacher lesson plans will also be reviewed weekly to ensure that targeted strategies are included in daily instruction

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

Leadership Team Literacy Coaches

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

ongoing

#### **Evidence of Completion**

Formative: Reading Plus usage and progress data, Lesson plans, classroom walk-thru data

## Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, the Leadership Team, reading coach and teachers will review assessment data biweekly and adjust instruction as needed during department meetings. Weekly planning will be done with Leadership Team, teacher and reading coaches to ensure that instruction is focused on the needs of each student. Appropriate teaching and learning strategies shall be implemented to maximize the students' learning potentials and gains. Teachers through discussions will challenge students to use learned word in context engaging them in dialogues that will surmise the instructional practices introduced. Through differentiation vocabulary centers will be implemented in the rotational model of the reading classroom. Student placement within these groups will remain fluid as data change

### Person or Persons Responsible

Literacy Leadership Team Literacy Coaches

### Target Dates or Schedule

ongoing

### Evidence of Completion

Formative: FAIR, teacher made assessments, Biweekly assessments , District assessments, reading Plus, FCAT EXPLORER Summative: Results from the 2014FCAT 2.0 Reading

**G1.B5** The students in the ELL subgroup making satisfactory progress showed minimal progress in reporting category 2: reading application as well as reporting category 1: vocabulary

**G1.B5.S1** Students will be placed in reading classes appropriately using FAIR and TRE, students will then be instructed on specific skill areas such as : fluency, comprehension and vocabulary or all three. Activities from the FAIR toolkit will be used to address deficiencies as well as supplemental materials from the FCRR website within the reading groups in the intensive reading classes. Fluency will be practiced daily within groups to build stamina and enhance comprehension. Students will also be exposed to higher order questions using the DOK and task cards. Florida Ready Reading FCAT prep materials will also be used to supplement instruction as needed.

### Action Step 1

Students will be directly taught how to graphically depict comparison and contrast relationships within text. Teachers will afford students the opportunity to practice identifying the methods of development, as well as multiple patterns within a single passage. Students will be given more experience through direct instruction with problem-and-solution finding

### Person or Persons Responsible

Teachers and Students

### Target Dates or Schedule

ongoing

### Evidence of Completion

Relevant student samples, teacher assessments, Lesson Plans

## Action Step 2

Teachers will provide vocabulary instruction using a common morpheme chart, word walls, frayer models.

### Person or Persons Responsible

Teachers and Students

### Target Dates or Schedule

ongoing

### Evidence of Completion

Relevant student samples, teacher assessments, Lesson Plans

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

Following the FCIM model, the Administration and literacy coaches will conduct Walk-thru to ensure fidelity of implementation of National Geographic and Scholastic resources. Lesson plan documentation will be monitored on an ongoing basis. Reading Plus usage data will be monitored weekly by teachers and literacy coaches

### Person or Persons Responsible

Literacy Coach Leadership Team

### Target Dates or Schedule

ongoing

### Evidence of Completion

Formative: Reading Plus usage and progress data, Lesson plans, classroom walk-thru, data compilation Summative: Results from the 2014 FCAT 2.0 Reading

**Plan to Monitor Effectiveness of G1.B5.S1**

Students will be re-grouped after every AP test window on the FAIR based on results. Skill subsets will be taught and re-taught after assessment to maximize effectiveness. Students will also be monitored through ongoing classroom assessments. Following the FCIM model, the Literacy Leadership Team, reading coach, and teachers will review assessment data biweekly and adjust instruction as needed during department meetings. Reading Plus progress reports will be analyzed weekly by teachers and literacy coaches to ensure that students are spending the necessary amount of time on learning activities and assessments to guarantee success. Skills that are highlighted as deficient will be addressed through differentiation within the core reading/language arts class. The FAIR data will be measured and recorded to ensure that student progress is being made in this cluster.

**Person or Persons Responsible**

Literacy Coach Leadership Team

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Formative: FAIR, teacher made assessments, Biweekly assessments , District assessments, Reading Plus, FCAT EXPLORER Summative:Results from the 2014 FCAT 2.0 Reading Test

**G2.** The results of the 2013 FCAT 2.0 Writing Assessment indicates that 58% % of students achieved proficiency (3.5) . The goal for the 2014 FCAT 2.0 Writing Assessment is to increase students achieving proficiency (3.5 ) by 10 percentage points.

**G2.B1** The area of deficiency as noted on the 2013 administration of the writing FCAT was Writing Application, writing a persuasive essay that state a claim or position, present detailed evidence, examples and reasoning to support effective arguments and refute opposing arguments.

**G2.B1.S1** During writing instruction, students will utilize graphic organizer, plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts). Select a favorite topic or activity and write a persuasive text such as (an advertisement, poster, and message) that shows why the topic or activity is important.

### **Action Step 1**

The teacher will review persuasive strategies with students. media advertisements, editorials and speeches will be used as examples for students to evaluate persuasive techniques. Students will select a favorite topic or activity and write a persuasive text such as an advertisement that shows why the topic or activity is important

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

Teacher and students

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

ongoing

#### **Evidence of Completion**

student writing samples, lesson plans.

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

The leadership team and literacy coach will conduct classroom walk thrus on an ongoing basis. teachers will also include targeted strategies within their weekly lesson plans which the leadership team will review on a weekly basis.

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

Literacy Coach Leadership Team

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

ongoing

#### **Evidence of Completion**

Lesson Plans , walk thru checklist

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

An instructional focus calendar will be created monthly based on data , which will be used to drive the writing instruction weekly. Bi-weekly assessments will be administered on deficient standards/ benchmarks and these assessment's will be used to track student progress on these targeted benchmarks. After every assessment data chats will be conducted by first the leadership team and literacy coaches , secondly teachers, administration and literacy coaches and finally teachers and students.

**Person or Persons Responsible**

Literacy Coach Leadership Team

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Formative: District Baseline data and monthly writing prompts Summative: Results of FCAT 2.0 2013-2014 writing assessment

**G3.** The result of 2013 FCAT 2.0 Mathematics Assessment indicates that 43% (138) achieved proficiency level. Our goal is to increase the number of students achieving proficiency by 16% (164).

**G3.B1** The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 32% (103) of students achieved proficiency (FCAT Level 3). For 2014 FCAT 2.0 Mathematics we should increase students achieving proficiency to 47% (146). According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of greatest difficulty was Reporting Category 3-Geometry and Measurement.

**G3.B1.S1** Engage students in activities to use technology (such as Discovery Education and FCAT Explorer) that include visual stimulus to develop students' understanding of data analysis. Provide students with models, both digital and tangible to enable them to visualize, draw and measure cross-sections of a range of geometric solids.

### **Action Step 1**

Lesson Plans will indicate identified strategies. Classroom walk throughs and observations will be conducted to ensure implementation of strategies.

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

Leadership Team, Literacy Team, MTSS/RTI Team

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

Ongoing

#### **Evidence of Completion**

Classroom walk-throughs and observations checklist/log will confirm implementation of strategies.

#### **Facilitator:**

#### **Participants:**

Leadership Team

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

Classroom walk-throughs and observations will be conducted.

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

Leadership Team, Literacy Team, MTSS/RTI Team

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

Ongoing

#### **Evidence of Completion**

Classroom walk throughs and observation checklist and logs will confirm fidelity of implementation.

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

Results of biweekly assessments, district interim assessment, and district quarterly assessment will be reviewed by department/grade level chairs to ensure progress. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: Biweekly assessments, District Quarterly Assessment and District Interim Data reports.  
Summative: Results from the 2014 FCAT 2.0 Mathematics Assessment

**G3.B2** The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 11% (35) of students achieved proficiency (Level 4 and 5). For the 2013 FCAT 2.0 Mathematics Assessment we should increase students achieving proficiency (Level 4 and 5) to 17% (53). According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty was Reporting Category 3-Geometry and Measurement.

**G3.B2.S1** Use hands-on activities to explore area and volume using non-traditional units of measure. (i.e., using nets construct cubes, prism, and tetrahedrons of different scales and compare the ratios of edge length, area, and volume of the models. Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.

#### Action Step 1

Lesson Plan will indicate the identified strategies. Classroom walk throughs and observations will be conducted.

#### Person or Persons Responsible

Leadership Team, RTI Team, Literacy Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Classroom walkthrough checklists and observation logs will confirm implementation of the strategy.

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

Lesson plan will indicate the identified strategies Classroom walk-throughs and observations will be conducted.

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

Leadership Team, Literacy Team, RTI Team

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

Ongoing

#### **Evidence of Completion**

Classroom walkthrough checklists and observation logs will confirm fidelity of implementation.

### **Plan to Monitor Effectiveness of G3.B2.S1**

Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor effectiveness of strategy. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

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

Leadership Team, Literacy Team, MTSS/RTI Team,

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

Ongoing

#### **Evidence of Completion**

Formative: teacher made assessments/quizzes, biweekly assessments, district interim assessments, district quarterly assessments Summative: 2014 FCAT Mathematics 2.0

**G3.B3** The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 63% (221) of students making learning gains. For the 2013 FCAT 2.0 Mathematics Assessment, we should increase students making learning gains to 67% (208). The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics Assessment was Geometry and Measurement.

**G3.B3.S1** Provide opportunities for students to practice the content so they will be able acquire mathematical fluency and problem solving skills in situations involving segments, lines, angles, polygons and circles. Provide time to practice and apply learned concepts in real-life situations.

### **Action Step 1**

Lesson plans will indicate identified strategies. Classroom walk throughs and observations will be conducted.

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

Leadership Team, Literacy Team, MTSS/RTI Team,

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

Ongoing

#### **Evidence of Completion**

Classroom walkthroughs and observation logs will confirm implementation of strategies.

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

Lesson plans will indicate identified strategies. Classroom walk throughs and observations will be conducted.

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

Leadership Team, Literacy Team , MTSS/RTI

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

Ongoing

#### **Evidence of Completion**

Classroom walkthroughs and observation logs will confirm implementation of strategies.

### Plan to Monitor Effectiveness of G3.B3.S1

Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor effectiveness of strategy. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

#### Person or Persons Responsible

Leadership Team, Literacy Team, MTSS/RTI Team,

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: teacher made assessments/quizzes, biweekly assessments, district interim assessments, district quarterly assessments Summative: 2014 FCAT Mathematics 2.0

**G3.B4** The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 57% (50) of students in the lowest 25% made learning gains. We should increase percentage of students making learning gains in the lowest 25% to 61% (47).

**G3.B4.S1** Engage students in activities to use technology (such as Discovery Education and FCAT Explorer) that include visual stimulus to develop students' understanding of data analysis. Foster the use of meanings of numbers to create strategies for solving problems and responding to real life situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers

#### Action Step 1

Lesson plan will indicate the identified strategies Classroom walk-throughs and observations will be conducted.

#### Person or Persons Responsible

Leadership Team, Literacy Team, MTSS/RTI Team,

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Classroom walkthrough checklists and observation logs will confirm implementation of the strategy.

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

Classroom walk throughs and observations will be conducted.

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

Leadership Team, Literacy Team, MTSS/RTI Team,

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

Ongoing

#### **Evidence of Completion**

Classroom walk through checklists and observation logs will confirm fidelity of implementation.

### **Plan to Monitor Effectiveness of G3.B4.S1**

Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor effectiveness of strategy. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

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

Leadership Team, Literacy Team, MTSS/RTI Team

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

Ongoing

#### **Evidence of Completion**

Formative: teacher made assessments/quizzes, biweekly assessments, district interim assessments, district quarterly assessments Summative: 2014 FCAT Mathematics 2.0

**G3.B5** The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 47% (165) of the Black students subgroup made AMO . For the 2013 FCAT 2.0 Mathematics Assessment there is a need to increase students making learning gains to 64% (198). The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics Assessment was Geometry and Measurement.

**G3.B5.S1** Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice. Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

### **Action Step 1**

Lesson plans will indicate identified strategies. Classroom walk throughs and observations will be conducted.

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

Leadership Team, Literacy Team , MTSS/RTI

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

Ongoing.

#### **Evidence of Completion**

Classroom walkthroughs and observation logs will confirm implementation of strategies.

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

Lesson Plan will indicate the identified strategies. Classroom walk throughs and observations will be conducted.

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

Leadership Team, Literacy Team , MTSS/RTI Team

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

Ongoing

#### **Evidence of Completion**

Classroom walkthrough checklists and observation logs will confirm fidelity of implementation.

**Plan to Monitor Effectiveness of G3.B5.S1**

Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor effectiveness of strategy. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

**Person or Persons Responsible**

Leadership Team, Literacy Team, MTSS/RTI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: teacher made assessments/quizzes, biweekly assessments, district interim assessments, district quarterly assessments Summative: 2014 FCAT Mathematics Assessment 2.0

**G3.B5.S2 [copied strategy - enter new description]****Action Step 1**

Lesson plans will indicate identified strategies. Classroom walk throughs and observations will be conducted.

**Person or Persons Responsible**

Leadership Team, Literacy Team , MTSS/RTI

**Target Dates or Schedule**

Ongoing.

**Evidence of Completion**

Classroom walkthroughs and observation logs will confirm implementation of strategies.

**Plan to Monitor Fidelity of Implementation of G3.B5.S2**

Lesson Plan will indicate the identified strategies. Classroom walk throughs and observations will be conducted.

**Person or Persons Responsible**

Leadership Team, Literacy Team , MTSS/RTI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walkthrough checklists and observation logs will confirm fidelity of implementation.

## Plan to Monitor Effectiveness of G3.B5.S2

Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor effectiveness of strategy. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

### Person or Persons Responsible

Leadership Team, Literacy Team, MTSS/RTI Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: teacher made assessments/quizzes, biweekly assessments, district interim assessments, district quarterly assessments Summative: 2014 FCAT Mathematics Assessment 2.0

**G3.B6** The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 40% (10) of ELL students subgroup made AMO . For the 2013 FCAT 2.0 Mathematics Assessment there is a need to increase students making learning gains to 57% (19). The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics Assessment was Geometry and Measurement.

**G3.B6.S1** Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice. Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

### Action Step 1

Lesson plan will indicate the identified strategies. Classroom walk-throughs and observations will be conducted.

### Person or Persons Responsible

Leadership Team, Literacy Team, MTSS/RTI Team,

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Classroom walkthrough checklists and observation logs will confirm implementation of the strategy.

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

Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor effectiveness of strategy. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

#### Person or Persons Responsible

Leadership Team, Literacy Team, MTSS/RTI Team,

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: teacher made assessments/quizzes, biweekly assessments, district interim assessments, district quarterly assessments Summative: 2014 FCAT Mathematics Assessment 2.0

### Plan to Monitor Effectiveness of G3.B6.S1

Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor effectiveness of strategy. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

#### Person or Persons Responsible

Leadership Team, Literacy Team, MTSS/RTI Team,

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: teacher made assessments/quizzes, biweekly assessments, district interim assessments, district quarterly assessments Summative: 2014FCAT Mathematics Assessment 2.0

**G3.B7** The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 33% (5) of SWD students subgroup made AMO . For the 2013 FCAT 2.0 Mathematics Assessment there is a need to increase students making learning gains to 44% (6). The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics Assessment was Geometry and Measurement.

**G3.B7.S1** Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice. Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

### **Action Step 1**

Lesson plan will indicate the identified strategies Classroom walk-throughs and observations will be conducted.

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

Leadership Team, Literacy Team, MTSS/RTI Team,

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

Ongoing

#### **Evidence of Completion**

Classroom walkthrough checklists and observation logs will confirm fidelity of implementation.

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

Classroom walk-throughs and observations will be conducted

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

Leadership Team, Literacy Team, MTSS/RTI Team,

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

Ongoing

#### **Evidence of Completion**

Classroom walkthrough checklists and observation logs will confirm fidelity of implementation.

### Plan to Monitor Effectiveness of G3.B7.S1

Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor effectiveness of strategy. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

#### Person or Persons Responsible

Leadership Team, Literacy Team, MTSS/RTI Team,

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: teacher made assessments/quizzes, biweekly assessments, district interim assessments, district quarterly assessments Summative: 2014 FCAT Mathematics 2.0

**G3.B8** The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 49% (172) of ED students subgroup made AMO . For the 2013 FCAT 2.0 Mathematics Assessment there is a need to increase students making learning gains to 65% (202). The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics Assessment was Geometry and Measurement.

**G3.B8.S1** Provide contexts for mathematical exploration and the development of student understanding in the areas of geometry and measurement through the use of manipulatives and engaging opportunities for practice. Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

#### Action Step 1

Lesson plan will indicate the identified strategies Classroom walk-throughs and observations will be conducted.

#### Person or Persons Responsible

Leadership Team, Literacy Team, MTSS/RTI Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Classroom walkthrough checklists and observation logs will confirm implementation of the strategy.

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

Lesson plan will indicate the identified strategies. Classroom walk-throughs and observations will be conducted.

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

Leadership Team, Literacy Team, MTSS/RTI Team

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

Ongoing

#### **Evidence of Completion**

Classroom walk through checklists and observation logs will confirm fidelity of implementation.

### **Plan to Monitor Effectiveness of G3.B8.S1**

Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor effectiveness of strategy. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

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

Leadership Team, Literacy Team, MTSS/RTI Team

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

Ongoing

#### **Evidence of Completion**

Formative: teacher made assessments/quizzes, biweekly assessments, district interim assessments, district quarterly assessments Summative: 2014 FCAT Mathematics Assessment 2.0

**G4.** The results of the 2013 Geometry EOC assessment indicate that 80% (12) of students scored proficient. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 82% (14).

**G4.B1** The results of the 2013 Geometry EOC assessment indicate that 27%(4) of students scored in the middle third (Level 3). Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency(Level 3) to 28 (5). According to the results of the 2013 Geometry EOC assessment, the area of greatest difficulty was Reporting Category 3- Trigonometry and Discrete Mathematics.

**G4.B1.S1** Provide students with models, both, digital and tangible to enable them to visualize, draw and measure cross-sections of a range of geometric solids. Provide students with practice in solving real-world problems using trigonometric ratios (sine, cosine, and tangent) Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.

### **Action Step 1**

Grade level meetings will be conducted to brainstorm how the strategies will be implemented. Lesson plans will indicate the identified strategies to be implemented. Classroom walk throughs and observations will be conducted.

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

Leadership Team, Literacy Team, MTSS/RTI Team

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

Ongoing

#### **Evidence of Completion**

Classroom walk throughs and class observations checklists and logs will confirm implementation of the strategies.

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

Classroom walk throughs and observations will be conducted to monitor fidelity of implementation

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

Leadership Team, Literacy Team, MTSS/RTI Team

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

Ongoing

#### **Evidence of Completion**

Classroom walk throughs and observation checklists and logs will confirm the fidelity of implementation.

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

Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor effectiveness of strategy. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: teacher made assessments/quizzes, biweekly assessments, district interim assessments, district quarterly assessments Summative: Results from the 2014 Geometry EOC Assessment

**G4.B2** The results of the 2013 Geometry EOC assessment indicate that 53%(8) of students scored in the upper third (Level 4-5) Our goal for the 2013-2014 school year is to increase the percentage of students scoring in the upper third (Level 4-5) by 1 percentage point 54% (9) . The results of the 2013 Geometry EOC assessment indicate that the area of greatest difficulty was Reporting Category 2- Three-Dimensional Geometry.

**G4.B2.S1** Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments. Determine how changes in up to three parameters affect the surface area and volume and how changes in surface area and volume affects the parameters.

### Action Step 1

Lesson plan will indicate the identified strategies. Classroom walk-throughs and observations will be conducted.

### Person or Persons Responsible

Leadership Team, Literacy Team, MTSS/RTI Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Classroom walk through checklists and observation logs will confirm fidelity of implementation.

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

Classroom walk-throughs and observations will be conducted.

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

Leadership Team, Literacy Team, MTSS/RTI Team

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

Ongoing

#### **Evidence of Completion**

Classroom walk through checklists and observation logs will confirm fidelity of implementation.

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

Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor effectiveness of strategy. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

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

Leadership Team, Literacy Team, MTSS/RTI Team

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

Ongoing

#### **Evidence of Completion**

Formative: teacher made assessments/quizzes, biweekly assessments, district interim assessments, district quarterly assessments Summative: 2014 Geometry EOC Assessment

**G5.** The results of the 2013 Algebra EOC assessment indicate that 65% (21) of students scored proficient. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency to 77% (31).

**G5.B1** The results of the 2013 Algebra EOC assessment indicate that 64% (18) of students scored in proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency (Level 3 ) to 66% (26) )students. According to the results of the 2013 Algebra EOC assessment, the area of greatest difficulty was Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics

**G5.B1.S1** Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. Use Venn diagrams in a variety of ways to illustrate intersection, union, and difference, null and disjoint sets and to solve a variety of real world problems. Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.

### **Action Step 1**

Lesson plans will indicate the identified strategies. Classroom walk throughs and observation will be conducted to ensure implementation

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

Leadership Team

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

Ongoing

#### **Evidence of Completion**

Classroom walk throughs and observation checklists/logs will confirm implementation of strategies.

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

Lesson plans will indicate the identified strategies. Classroom walk throughs and observation will be conducted to monitor implementation.

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

Leadership Team, Literacy Team, MTSS/RTI Team,

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

Ongoing

#### **Evidence of Completion**

Classroom walk throughs and observation checklists and logs will confirm fidelity of implementation.

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

Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor effectiveness of strategy. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: teacher made assessments/quizzes, biweekly assessments, district interim assessments, district quarterly assessments Summative: 2014 FCAT Mathematics Assessment 2.0

**G5.B2** The results of the 2013 Algebra EOC assessment indicate that 11%(3) of students scored in the (Levels 4-5) Our goal for the 2013-2014 school year is to increase the percentage of students achieving (Level 4-5) to 11%(4) .According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty was Reporting Category 2-Polynomials.

**G5.B2.S1** Provide opportunities for students for students to model real world situations with polynomials equation using multiple representations (graphical, tabular, algebraic and verbal) and to find ways to combine those perspective to reach deeper conclusions and connections. Provide opportunities for students to master the content so they will be able to apply the laws of exponents to simplify monomial expressions with integral exponents; simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real world contexts; Completely factor polynomials expressions when more than one method is required.

### Action Step 1

Lesson plan will indicate the identified strategies Classroom walk-throughs and observations will be conducted.

### Person or Persons Responsible

Leadership Team, Literacy Team, MTSS/RTI Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Classroom walkthrough checklists and observation logs will confirm implementation of the strategy.

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

Classroom walk through checklists and observation logs will confirm fidelity of implementation.

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

Leadership Team, Literacy Team, MTSS/RTI Team,

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

Ongoing

#### **Evidence of Completion**

Formative: teacher made assessments/quizzes, biweekly assessments, district interim assessments, district quarterly assessments Summative: 2014 FCAT Mathematics Assessment 2.0

### **Plan to Monitor Effectiveness of G5.B2.S1**

Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor effectiveness of strategy. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

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

Leadership Team, Literacy Team, MTSS/RTI Team

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

Ongoing

#### **Evidence of Completion**

Formative: teacher made assessments/quizzes, biweekly assessments, district interim assessments, district quarterly assessments Summative: 2014 Mathematics Assessment FCAT 2.0

**G6.** The results of the 2013 FCAT 2.0 Science assessment indicate that 37% (39) of students achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 6 percentage points to 43% (49).

**G6.B1** Results of the 2012 FCAT 2.0 Science assessment indicate that students experience the most difficulty in Reporting Category 1: The Nature of Science.

**G6.B1.S1** Develop models to understand, illustrate, and explain key scientific ideas and data. Provide students with opportunities to share models and ideas with mentors and peers. Incorporate the use of technology programs/resources (Discovery Education and Kahn Academy) to simulate critical thinking and promote the use of higher order questioning. Provide opportunities for students to design and develop science and engineering projects that engage students in hands-on real-world activities (MDCPS Stem activities: Science Fair and SECME). Conduct weekly-required laboratory investigations that incorporates inquiry based activities, problem solving skills and written laboratory reports.

### **Action Step 1**

Lesson plans will indicate implementation of targeted strategies. Explicit instruction utilizing the 5E model of instruction. Individualized instruction in small group setting. Classroom walkthroughs and observation will be conducted to ensure implementation of strategies

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

Leadership Team, Literacy Team and MTSS/RTI Team

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

Ongoing

#### **Evidence of Completion**

Classroom walkthroughs and observation checklists and logs will confirm implementation of strategies.

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

Classroom walkthroughs and observation will be conducted to ensure implementation fidelity.

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

Leadership Team, Leadership Team, MTSS/RTI Team

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

Ongoing

#### **Evidence of Completion**

Classroom walkthroughs and observation checklists and logs will confirm implementation fidelity.

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

Leadership Team will use data reports to review the results of Teacher Made Tests, Biweekly Assessments, District Quarterly Assessments, District Interim Assessments to monitor effectiveness of strategy. Instruction will be intensified and curriculum focus will be adjusted as necessary.

### Person or Persons Responsible

Leadership Team, Literacy Team, MTSS/RTI Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Projects, Teacher Made Tests, Biweekly Assessment, District Quarterly Assessments, District Interim Assessment Summative: The 2013 FCAT Science Assessment

**G7.** The results of the 2014 STEM program report indicated that 0% of our students were involved in a science/ technology based project. Our Goal for the STEM program is to improve our student involvement science and technology based projects from 0% to 1%.

**G7.B1** Students have a limited exposure to scientific inquiry and limited participation in project based learning.

**G7.B1.S1** Students should be provided with increased number of opportunities to participate in inquiry and project based learning such as classroom project based learning, school wide Science Fair, District wide STEM EXPO, SECME.

### Action Step 1

A plan/timeline for the development of projects and participation in STEM competitions should be established and followed through.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Project output, documentation of accomplished projects and attended competition will be kept as evidence of completion.

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

A plan/timeline for the development of projects and participation in STEM competitions should be established and followed through.

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

Leadership Team

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

Ongoing

#### **Evidence of Completion**

Project output, documentation of accomplished projects and attended competition will be kept as evidence of completion.

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

A plan/timeline for the development of projects and participation in STEM competitions should be established and followed through.

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

Team Leadership

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

Ongoing

#### **Evidence of Completion**

Project output, documentation of accomplished projects and attended competition will be kept as evidence of completion.

**G8.** The results of the 2013 Civics EOC indicated that 0% of our students achieved proficiency. The goal for the 2014 Civics EOC is to increase the number of students scoring proficiency by 30%,

**G8.B1** The barrier that many of our students will face is a lack of content area vocabulary, that will be introduced throughout a civics lesson.

**G8.B1.S1** Students will be introduced to and use several strategies that are effective in the building of prior knowledge and content area vocabulary.

### **Action Step 1**

Opportunities will be provided for students to engage in activities( semantic mapping, frayer models etc. ) that will strengthen their ability to master content specific vocabulary that is taught in the civics class.

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

Teachers

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

ongoing

#### **Evidence of Completion**

Lesson plans , District Assessments and Bi-weekly Assessments

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

The leadership team and the literacy coach will conduct ongoing walk- throughs to ensure that the strategies are being implemented with fidelity. Lesson plans will also be collected and reviewed by administration to ensure that teachers are planning effective lessons that incorporate the targeted strategies for civics.

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

Leadership Team and Literacy Coach

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

ongoing

#### **Evidence of Completion**

Lesson plans and walkthrough check lists

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

Following the FCIM model the leadership team and the teachers will conduct data chats after every bi-weekly assessment /district assessment. Instructional focus areas will be adjusted to meet the needs identified through the data chats

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

ongoing

### Evidence of Completion

bi-weekly assessment, data chat protocol , 2014 EOC civics assessment.

**G9.** The results of the AMOs for the EWS for our school indicated that 8% of our students failed an English language arts course . Our goal for the 2014 school year is to decrease the number of students failing an English language arts course by 1% (7%).

**G9.B1** The barrier that the majority of our students will face in the English language arts course is the ability to analyze a literary text closely.

**G9.B1.S1** Students will be introduced to and practice a variety of research based strategies that directly relate to close reading a literary text.

### Action Step 1

Students will be shown how to color code text purposely. Teachers will explicitly model this strategy and students will be released to practice this color coding strategy ongoing during the guided instruction portion of the gradual release instructional framework. Teachers will also set a purpose for reading at the beginning of the lesson and explicitly model the annotation of text to achieve the set purpose. Students will practice the skill of annotation consistently throughout their language arts lessons.

### Person or Persons Responsible

Leadership Team and Teachers

### Target Dates or Schedule

ongoing

### Evidence of Completion

lesson plan and student work

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

The leadership team and the literacy coach will conduct classroom walkthroughs to ensure that strategies are being implemented with fidelity

**Person or Persons Responsible**

Leadership Team and Literacy Coach

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

lesson plans, walkthrough checklists

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

Following the FCIM model the leadership team will conduct data chats with teachers on student writing and performance on bi-weekly assessments and district assessments.

**Person or Persons Responsible**

leadership team and literacy coach

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

bi-weekly assessments, student work, district assessments, 2014 results of EWS

## 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; 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, and Migrant Education Program.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as

homeless-and are provided with all entitlements.

- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2013 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Nutrition Programs

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

Other

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

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

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

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

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

## 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.*

**G3.** The result of 2013 FCAT 2.0 Mathematics Assessment indicates that 43% (138) achieved proficiency level. Our goal is to increase the number of students achieving proficiency by 16% (164).

**G3.B1** The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 32% (103) of students achieved proficiency (FCAT Level 3). For 2014 FCAT 2.0 Mathematics we should increase students achieving proficiency to 47% (146). According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of greatest difficulty was Reporting Category 3-Geometry and Measurement.

**G3.B1.S1** Engage students in activities to use technology (such as Discovery Education and FCAT Explorer) that include visual stimulus to develop students' understanding of data analysis. Provide students with models, both digital and tangible to enable them to visualize, draw and measure cross-sections of a range of geometric solids.

### PD Opportunity 1

Lesson Plans will indicate identified strategies. Classroom walk throughs and observations will be conducted to ensure implementation of strategies.

#### Facilitator

#### Participants

Leadership Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Classroom walk-throughs and observations checklist/log will confirm implementation of strategies.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading Assessment indicates that 42 % of our students achieved proficiency. The goal for the 2014 FCAT 2.0 Reading Assessment is to increase students achieving proficiency by 5 %.	\$1,200
G7.	The results of the 2014 STEM program report indicated that 0% of our students were involved in a science/ technology based project. Our Goal for the STEM program is to improve our student involvement science and technology based projects from 0% to 1%.	\$345
Total		\$1,545

### Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Total
Title I / EESAC	\$1,545	\$0	\$1,545
	\$0	\$0	\$0
Total	\$1,545	\$0	\$1,545

### Budget Details

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

**G1.** The results of the 2013 FCAT 2.0 Reading Assessment indicates that 42 % of our students achieved proficiency. The goal for the 2014 FCAT 2.0 Reading Assessment is to increase students achieving proficiency by 5 %.

**G1.B1** The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Assessment for all students was reporting category 2: Reading Application. Students demonstrated a deficit in the areas of main idea, compare /contrast and general reading comprehension skills. The cognitive levels of the test were also a problem. Seeing as several of our students had a lower developmental score because the questions that were attempted and answered correctly were on the lower level of the DOK. This increased rigor in questioning on the FCAT 2.0 is the major barrier that our students will have when sitting the FCAT 2.0 assessment next year.

**G1.B1.S1** In an effort to offset the anticipated barrier, students will be exposed to higher level of questioning through reading instruction with the use of the Webb's Depth of knowledge; Task Cards as well as other teacher generated higher order question stems. Students will be taught the strategy of close reading as this has been proven to enhance reading comprehension along with higher level critical thinking skills, both of which are necessary for student success on the FCAT 2.0. Graphic organizers and other scaffolding tools will be used and scaffold in the initial offset of instruction. Students will use these tools as a guide and will gradually be given less opportunities to utilize them in an effort to encourage independence. Students will also be placed accurately in differentiated groups within Core and Intensive reading classes, where they will practice fluency strategies such as buddy reading, timed readings and echo reading to enhance prosody and automaticity. Florida Ready Reading FCAT prep materials will also be used to supplement instruction as needed.

### **Action Step 1**

Teachers will give students direct instruction in determining the main idea by providing opportunities for students to practice using and identifying details from the passage that determines the main idea , plot and purpose Students will also be given oppurtunites to practice making infrences, drawing conclusions and identifying the implied main idea and author's purpose.

#### **Resource Type**

Other

#### **Resource**

Florida Ready Reading FCAT prep materials

#### **Funding Source**

Title I / EESAC

#### **Amount Needed**

\$1,200

**G3.** The result of 2013 FCAT 2.0 Mathematics Assessment indicates that 43% (138) achieved proficiency level. Our goal is to increase the number of students achieving proficiency by 16% (164).

**G3.B1** The results of the 2013 FCAT 2.0 Mathematics Assessment indicates that 32% (103) of students achieved proficiency (FCAT Level 3). For 2014 FCAT 2.0 Mathematics we should increase students achieving proficiency to 47% (146). According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of greatest difficulty was Reporting Category 3-Geometry and Measurement.

**G3.B1.S1** Engage students in activities to use technology (such as Discovery Education and FCAT Explorer) that include visual stimulus to develop students' understanding of data analysis. Provide students with models, both digital and tangible to enable them to visualize, draw and measure cross-sections of a range of geometric solids.

### **Action Step 1**

Lesson Plans will indicate identified strategies. Classroom walk throughs and observations will be conducted to ensure implementation of strategies.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

#### **Funding Source**

#### **Amount Needed**

**G7.** The results of the 2014 STEM program report indicated that 0% of our students were involved in a science/ technology based project. Our Goal for the STEM program is to improve our student involvement science and technology based projects from 0% to 1%.

**G7.B1** Students have a limited exposure to scientific inquiry and limited participation in project based learning.

**G7.B1.S1** Students should be provided with increased number of opportunities to participate in inquiry and project based learning such as classroom project based learning, school wide Science Fair, District wide STEM EXPO, SECME.

### **Action Step 1**

A plan/timeline for the development of projects and participation in STEM competitions should be established and followed through.

#### **Resource Type**

Other

#### **Resource**

Science Fair prep materials

#### **Funding Source**

Title I / EESAC

#### **Amount Needed**

\$345