2013-2014 SCHOOL IMPROVEMENT PLAN

Keys Gate Charter School

2000 SE 28TH AVE

Homestead, FL 33035

305-230-5630

http://www.keyscharter.org/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	No	71%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	83%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	C	B	B

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Keys Gate Charter School

Principal

Kenneth Haiko, Governing Board Chair; David McKnight, Principal

School Advisory Council chair

Lorena Malave

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

Name	Title
Corinne Baez	Principal In Training
Carmen Magarino	Assistant Principal
Jennifer Gonzalez	Assistant Principal
Witnery Garcia	Assistant Principal

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

The Keys Gate Charter School Council shall be made up of 6 teachers, 4 parents, 1 student, 1 educational support employee, 1 business/community representative, and the principal. With the exception of the principal and the business/community representative, all other members shall be elected by their constituent groups. Teachers, parents, students, and educational support employees shall also elect an alternate representative. The Council will be representative of the ethnic, racial, linguistic, disabled, and economic community served by Keys Gate Charter School.

Involvement of the SAC in the development of the SIP

The School's EESAC is charged with the progress monitoring of the SIP Goals and Strategies throughout the year and must document the process through agendas and minutes of meetings

Activities of the SAC for the upcoming school year

EESAC activities for the year include:
o Reviewing Bylaws
o verifying EESAC roster and filling any open positions
o Review and Approve EESAC requests
o SIP review and approval
o Monthly monitoring of Response to intervention
o Reviewing baseline student data
o Monthly review form the Leadership team on SIP implementation

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

The projected use of school improvement funds are:
Brain Pop $1,650
United Streaming $2,570
Additional Instructional Aids $2,006

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
5

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Kenneth Haiko, Governing Board Chair; David McKnight, Principal		
Principal	Years as Administrator: 12	Years at Current School: 2

Credentials	Degrees: BS Journalism, MS Guidance and Counseling, Ed.S. Education Leadership Certification: Educational Leadership (All Levels)
Performance Record	2013 – School Grade Rdg. Proficiency, 56% Math Proficiency, 50% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 54 points Rdg. AMO –__ Math AMO–__ 2012 – School Grade Rdg. Proficiency, 56% Math Proficiency, 53% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2011 – School Grade Rdg. Proficiency, 76% Math Proficiency, 69% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 68 points Rdg. AMO –__ Math AMO–__ 2010 – School Grade Rdg. Proficiency, 79% Math Proficiency, 76% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2009 – School Grade Rdg. Proficiency, 73% Math Proficiency, 65% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 69 points

Kenneth Haiko, Governing Board Chair; David McKnight, Principal		

Rdg. AMO –__
Math AMO–__

Jennifer Gonzalez		
Asst Principal	Years as Administrator: 0	Years at Current School: 10

Credentials	Degrees: MS in Educational Leadership & BS in Elementary Education Certification: Elementary Education (K-6), ESOL Endorsement, Gifted Endorsement, and Educational Leadership (All Levels)
Performance Record	2013 – School Grade Rdg. Proficiency, 56% Math Proficiency, 50% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 54 points Rdg. AMO –__ Math AMO–__ 2012 – School Grade Rdg. Proficiency, 56% Math Proficiency, 53% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2011 – School Grade Rdg. Proficiency, 76% Math Proficiency, 69% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 68 points Rdg. AMO –__ Math AMO–__ 2010 – School Grade Rdg. Proficiency, 79% Math Proficiency, 76% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2009 – School Grade Rdg. Proficiency, 73% Math Proficiency, 65% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 69 points

Rdg. AMO –__
Math AMO–__

Carmen Magarino		
Asst Principal	Years as Administrator: 6	Years at Current School: 6

Credentials	Degrees: BS Elementary Education, MS Reading Education, Ed.S. Educational Leadership Certification: Primary Education (K-3), ESOL Endorsement, Educational Leadership (All Levels)
Performance Record	2013 – School Grade Rdg. Proficiency, 56% Math Proficiency, 50% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 54 points Rdg. AMO –__ Math AMO–__ 2012 – School Grade Rdg. Proficiency, 56% Math Proficiency, 53% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2011 – School Grade Rdg. Proficiency, 76% Math Proficiency, 69% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 68 points Rdg. AMO –__ Math AMO–__ 2010 – School Grade Rdg. Proficiency, 79% Math Proficiency, 76% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2009 – School Grade Rdg. Proficiency, 73% Math Proficiency, 65% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 69 points

Rdg. AMO –__
Math AMO–__

Corinne Baez		
Principal	Years as Administrator: 2	Years at Current School: 10

Credentials	Degrees: BS Elementary Education, MS Educational Leadership Certification: Educational Leadership (All Levels), Elementary Education (Grades 1-6), ESOL Endorsement
Performance Record	2013 – School Grade Rdg. Proficiency, 56% Math Proficiency, 50% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 54 points Rdg. AMO –__ Math AMO–__ 2012 – School Grade Rdg. Proficiency, 56% Math Proficiency, 53% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2011 – School Grade Rdg. Proficiency, 76% Math Proficiency, 69% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 68 points Rdg. AMO –__ Math AMO–__ 2010 – School Grade Rdg. Proficiency, 79% Math Proficiency, 76% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2009 – School Grade Rdg. Proficiency, 73% Math Proficiency, 65% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 69 points

Rdg. AMO –__
Math AMO–__

Witnery Garcia		
Asst Principal	Years as Administrator: 1	Years at Current School: 8

Credentials	Degrees: BS Early Childhood Education, MS Educational Leadership Certification: Early Childhood Education (PreK-3), Middle Grades Math (5-9), ESOL Endorsement, Educational Leadership (All Levels)
Performance Record	2013 – School Grade Rdg. Proficiency, 56% Math Proficiency, 50% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 54 points Rdg. AMO –__ Math AMO–__ 2012 – School Grade Rdg. Proficiency, 56% Math Proficiency, 53% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2011 – School Grade Rdg. Proficiency, 76% Math Proficiency, 69% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 68 points Rdg. AMO –__ Math AMO–__ 2010 – School Grade Rdg. Proficiency, 79% Math Proficiency, 76% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2009 – School Grade Rdg. Proficiency, 73% Math Proficiency, 65% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 52 points

Math Imp. of Lowest 25% - 69 points
Rdg. AMO –__
Math AMO–__

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jennifer Thermes		
Full-time / School-based	Years as Coach: 2	Years at Current School: 6

Areas	Reading/Literacy, Mathematics, Science, Data
Credentials	Degrees: MS Educational Leadership & BS Elementary Education Certification: Elementary Education (K-6), Primary Education (PreK-3), Middle Grades Integrated Curriculum (5-9), Gifted Endorsement, and Educational Leadership
Performance Record	2013 – School Grade Rdg. Proficiency, 56% Math Proficiency, 50% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 54 points Rdg. AMO –__ Math AMO–__ 2012 – School Grade Rdg. Proficiency, 56% Math Proficiency, 53% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2011 – School Grade Rdg. Proficiency, 76% Math Proficiency, 69% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 68 points Rdg. AMO –__ Math AMO–__ 2010 – School Grade Rdg. Proficiency, 79% Math Proficiency, 76% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2009 – School Grade Rdg. Proficiency, 73% Math Proficiency, 65% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 52 points

Math Imp. of Lowest 25% - 69 points
Rdg. AMO –__
Math AMO–__

Yudibeth Veras		
Full-time / School-based	Years as Coach: 1	Years at Current School: 7

Areas	Reading/Literacy, Mathematics, Science, Data
Credentials	Degree: Bachelor's Elementary Education Certification: Elementary (1-6) and ESOL Endorsement
Performance Record	2013 – School Grade Rdg. Proficiency, 56% Math Proficiency, 50% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 54 points Rdg. AMO –__ Math AMO–__ 2012 – School Grade Rdg. Proficiency, 56% Math Proficiency, 53% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2011 – School Grade Rdg. Proficiency, 76% Math Proficiency, 69% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 68 points Rdg. AMO –__ Math AMO–__ 2010 – School Grade Rdg. Proficiency, 79% Math Proficiency, 76% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2009 – School Grade Rdg. Proficiency, 73% Math Proficiency, 65% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 69 points

Rdg. AMO –__
Math AMO–__

Sitara Montero		
Full-time / School-based	Years as Coach: 0	Years at Current School: 6

Areas	Reading/Literacy, Mathematics, Science, Data
Credentials	Degree: Bachelor's Business Administration Certification: Elmentary (K-6) and ESOL Endorsement
Performance Record	2013 – School Grade Rdg. Proficiency, 56% Math Proficiency, 50% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 54 points Rdg. AMO –__ Math AMO–__ 2012 – School Grade Rdg. Proficiency, 56% Math Proficiency, 53% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2011 – School Grade Rdg. Proficiency, 76% Math Proficiency, 69% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 68 points Rdg. AMO –__ Math AMO–__ 2010 – School Grade Rdg. Proficiency, 79% Math Proficiency, 76% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2009 – School Grade Rdg. Proficiency, 73% Math Proficiency, 65% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 69 points

Rdg. AMO –__
Math AMO–__

Classroom Teachers

# of classroom teachers
125

 # receiving effective rating or higher
94, 75%

 # Highly Qualified Teachers
94%

 # certified in-field
118, 94%

 # ESOL endorsed
64, 51%

 # reading endorsed
10, 8%

 # with advanced degrees
24, 19%

 # National Board Certified
1, 1%

 # first-year teachers
12, 10%

 # with 1-5 years of experience
63, 50%

 # with 6-14 years of experience
46, 37%

 # with 15 or more years of experience
12, 10%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
2, 50%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

An interview committee reviews the resumes of potential teacher candidates to determine the highest quality as defined by State policy. After interviews, the best candidates are chosen according to State and District requirements. In order to retain high-quality and highly qualified teachers, professional development opportunities as defined in the No Child Left Behind Act are provided.
Charter School USA (CSUSA) our school's management company, is committed to ensuring a highly qualified pool of teachers. Presently, recruitment efforts include ongoing outreach to local and in and out-of-state colleges and universities. Electronic application procedures are streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Additionally, the CSUSA office of Teacher Recruitment participates in year-round local, district, state, and national teacher recruitment fairs.

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

Keys Gate provides a teacher mentoring program by our Leadership team, which includes administration and Curriculum Resource Teachers. New teachers to our school are provided support from Teacher Learning Community Leaders (TLC) in the areas of curriculum, instruction, and classroom management with the goals of improved student achievement. Our TLC leaders meet regularly with new teachers to address the twelve professional education competencies via hands on activities, power points and real world scenarios. New teachers have a 3 tiered mentoring system. This includes: Curriculum Resource Teachers, TLC leaders, Lead teachers, and buddy teachers. New teachers are observed on a weekly bases and provided effective feedback.

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

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

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

The MTSS leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavior data to evaluate progress towards those goals at least three times per year by:
- increasing student's goals in response to student's academic growth
- ensuring eligible students are receiving Tier 2 intervention in accordance with the student progression plan
- holding monthly meetings to resolve problems or obstacles
- acting in response to lack of academic progress is demonstrated by any academic element
The second level of support consists of supplemental instructions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly to:

- monthly review of achievement data of Tier 2 students
- sponsor intervention of groups that are not showing positive academic growth
- identify students for Tier 3 intervention

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Principal: David McKnight: Principal-in-Training: Corinne Baez: ensuring that the MTSS team is implementing the MTSS; ensuring that ample resources are provided for the implementation of MTSS; communicating with all stakeholders about the implementation of MTSS and the SIP; monitoring progress of the SIP.

Assistant Principals: Jennifer Gonzalez, Carmen Magarino, Witnery Garcia: monitoring assessment and documentation of MTSS skills; monitoring and adjusting school's academic goals through the use of data as needed; providing professional development to support the appropriate implementation of MTSS.

Mentors: Jennifer Thermes, Sitara Montero, Yudibeth Veras: providing support to instructional personnel as it relates to academic achievement of students.

ESE Specialists: Lorena Malave, Andrea Harris, Jamie Prado: tracking ESE student's progress; meeting with parents and stakeholders to advise of any necessary modifications in the implementation of MTSS.

Counselors: Barbara Fernandez, Sandra Johnson: Responsible for providing support and sharing expertise with teachers, staff and families in the areas of academic, emotional, behavioral, and social success.

ESE Teachers: Margarita Saigon, Diane Arce, Aime Hernandez, Jody Jorge: Responsible for providing support and collaborating with general education teachers. Implementing IEP's for respective students to ensure their success.

Intervention Specialists: Kim VanDemark, Socorro Bethel, Maria Berger, Elana Horowitz, Patricia Morgenroth: Responsible for providing students working below grade level additional academic support and collaborating with classroom teachers.

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

The team will meet twice a month to discuss how the MTSS and SIP process can be used to enhance data collection, data analysis, problem solving, differentiated assistance and progress monitoring. The ongoing goals will be to increase student achievement, provide a safe and secure environment, promote a more positive school culture, enhance student social/emotional well-being and minimize student failure with early intervention programs.

The team will meet with the general education teachers to discuss student progress and needs while in the regular education classroom.

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

Data will be used to guide instructional programs. The managed data will include FCAT, SAT, quarterly benchmark assessments, CELLA, PMRN, and student grades for academic areas and SCMS, ISIS, suspension rate, detention rate, referral rate, and parent/staff surveys for behavioral data. Monthly meetings with grade levels, administration, and support staff are held to review and formulate an effective response to the identified need.

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

CSUSA Professional Development and Student Services Professional Development with MTSS-principles, procedures, implementation, and ongoing support throughout the year (faculty meetings, teacher planning days, planning time)

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: 4,800

Before and after school skill based tutoring offered to students who are not proficient on the Reading, Math, and Science Benchmarks.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Quarterly Benchmark results are analyzed as well as weekly skill based assessments.

Who is responsible for monitoring implementation of this strategy?

School Based Leadership Team

Literacy Leadership Team (LLT)

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

Name	Title
David McKnight	Principal
Corinne Baez	Principal In Training
Carmen Magarino	Assistant Principal K-2
Jennifer Gonzalez	Assistant Principal 3-6
Witnery Garcia	Assistant Principal 7-8
Sitara Montero	Mentor K-2
Jennifer Thermes	Mentor 3-5
Yudibeth Veras	Mentor 6-8
Elana Horowitz	Reading Intervention K-2
Kimberly VanDemark	Reading Intervention 3-6
Patricia Morganroth	Reading Intervention 7-8
Lorena Malave	Student Services Support K-2

Name	Title
Andrea Harris	Student Services Support 3-6
Jaime Pardo	Student Services Support 7-8
Barbara Perez-Fernandez	Guidance Counselor K-6
Sandra Johnson	Guidance Counselor 7-8

How the school-based LLT functions

Administration meets with the mentor teachers, intervention teachers and student services specialist on a regular basis to monitor that the following is occurring:
1. Analysis of data is reported and drives reading instruction
2. Professional development for teachers is provided based on school goals
3. Measurable student goals are established
4. Research-based instructional programs, materials and strategies are being implemented
5. Instruction is differentiated based on student strengths and weaknesses
6. Intensive intervention is provided
7. Reading is being integrated in all content areas
8. Reading instruction is provided in an uninterrupted block of time daily to all students
The above is monitored using classroom walk-thrus, lesson planning reviews, data binder reviews, grade/subject level planning meetings, and professional development sessions.

Major initiatives of the LLT

1. Increased use and understanding of the common core state standards
2. Increased use of small group reading instruction throught the use of the sunshine state standards and common core state standards
3. Increased use of research based strategies
4. Increased use of data analysis to differentiate instruction

Every Teacher Contributes to Reading Instruction

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

1. Mentor teachers will model effective instructional strategies for all teachers
2. Lesson plans will be reviewed to ensure reading strategies are included in all subject areas
3. Walk-thrus will be implemented on a regular basis to monitor the use of reading strategies in all subject
areas
4. Evidence of use of curriculum maps will be monitored
5. Teachers of all subject areas will participate in planning meetings with reading teachers
6. All teachers including elementary special areas and non FCAT testing middle school teachers implement the Instructional focus program in their classrooms related to a specific deficit as exhibited on Reading assessments.

Preschool Transition

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

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

We provide local preschools the opportunity to bring their students on a field trip to spend the day in our Kindergarten classes.

We provide scheduled tours of our K-2 building.
Parent information sessions.
Provide a summer reading program for incoming Kindergarten students.
Parent information for incoming Kindergartners located on the school website.

College and Career Readiness

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

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

Classroom presentation on Secondary Education, Career Readiness, College tour field trips, guest speakers, and virtual tours.

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

- Classroom Presentation
- Parent Nights
- One on one student conferences

Strategies for improving student readiness for the public postsecondary level

- All at risk students will be identified and placed in course recovery (Plato and Night School)
- Review students' grades and meet with at risk students every four weeks
- Refer students to RTI or community resources
- Parent conferences

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	67%	56%	No	70%
American Indian				
Asian	74%	78%	Yes	77%
Black/African American	60%	49%	No	64%
Hispanic	62%	52%	No	66%
White	80%	67%	No	82%
English language learners	45%	33%	No	51%
Students with disabilities	33%	21%	No	39%
Economically disadvantaged	61%	48%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	395	29%	32%
Students scoring at or above Achievement Level 4	367	27%	28%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	205	63%	67%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	103	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	96	29%	36%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	45208	58%	62%
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	58%	50%	No	62%
American Indian				
Asian	79%	83%	Yes	81%
Black/African American	48%	41%	No	54%
Hispanic	54%	46%	No	59%
White	68%	64%	No	71%
English language learners	48%	39%	No	53%
Students with disabilities	30%	22%	No	37%
Economically disadvantaged	51%	43%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	335	27%	31%
Students scoring at or above Achievement Level 4	224	18%	20%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		52%	57%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		54%	59%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		80%	82%
Middle school performance on high school EOC and industry certifications		86%	87%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	53%	54%
Students scoring at or above Achievement Level 4	46	29%	30%

Geometry End-of-Course (EOC) Assessment

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

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	27%	31%
Students scoring at or above Achievement Level 4	28	14%	16%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	18%	23%
Students scoring at or above Achievement Level 4	11	5%	7%

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	9807	38%	40%
Students scoring at or above Achievement Level 4	6401	25%	26%

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)	8		9
Participation in STEM-related experiences provided for students	423	42%	45%

Area 6: Career and Technical Education (CTE)

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	269	13%	12%
Students retained, pursuant to s. 1008.25, F.S.	54	4%	3%
Students who are not proficient in reading by third grade	94	43%	39%
Students who receive two or more behavior referrals	172	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	145	7%	6%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	269	13%	12%
Students who fail a mathematics course	38	5%	4%
Students who fail an English Language Arts course	33	4%	3%
Students who fail two or more courses in any subject	58	7%	6%
Students who receive two or more behavior referrals	172	8%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	145	7%	6%

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

Increase parent participation

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Attendance	480	30%	35%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Our goal for the 2014 Reading FCAT 2.0 is to increase students' comprehension of rigorous text through the use of reading strategies increasing the level of Reading proficiency from 56% to 70%.

G2. Our goal for the 2014 FCAT Writes is to increase the number of students scoring a 3.5 or higher from 43% to 49%.

G3. Our goal for the 2014 Math FCAT 2.0 is to Increase exposure to higher level complexity word problems to increase the level of Math proficiency from 50% to 62%.

G4. Our goal for the 2014 Math FCAT 2.0 is to increase participation in middle school acceleration math class from 80% to 82% and to increase performance from 86% to 87%.

G5. Our goal for the 2014 Alegbra 1 End of course exam is to increase the percent of students scoring a level 3 from 53% to 54% and the percent of students scoring a level 4-5 from 29% to 30%.

G6. Our goal for the 2014 Geometry End of course exam is to increase the percent of students scoring a level 3 from 29% to 32% and the percent of students scoring a level 4-5 from 30% to 32%.

G7. Our goal for the 2014 Science FCAT 2.0 is to increase the percentage of students scoring a level 3 from 27% to 31% and increase the percentage of students scoring a level 4-5 from 14% to 16%.

G8. Our goal for the 2014 Science FCAT 2.0 is to increase the percentage of students scoring a level 3 from 18% to 23% and increase the percentage of students scoring a level 4-5 from 5% to 7%.

G9. Our goal for the 2014 Biology EOC is to increase the percentage of students scoring a level 3 from 70% to 71% and maintain the percentage of students scoring a level 4-5 at 12%.

G10. Our goal for the 2014 STEM is to increase the percentage of experiences students have with STEM related activities.

G11. Our goal for 2014 CTE is to increase CTE student achievement of industry certification by 50%.

G12. Our goal for the 2014 Civic EOC is to increase the number of students scoring proficient.

G13. Our goal for 2014 is to identify and decrease the number of elementary students falling under the Early Warning System.

G14. Our goal for 2014 is to identify and decrease the number of middle students falling under the Early Warning System.

G15. Our goal for 2014 parent involvement is to increase involvement by 15%.

Goals Detail

G1. Our goal for the 2014 Reading FCAT 2.0 is to increase students' comprehension of rigorous text through the use of reading strategies increasing the level of Reading proficiency from 56% to 70%.

Targets Supported

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

Resources Available to Support the Goal

- Adoption of new reading program
- Intervention programs
- RTI programs
- Tutoring
- Professional development in current reading standards
- Curriculum Resource Teacher

Targeted Barriers to Achieving the Goal

- The black, white, hispanic & ED students have not mastered the comparing and contrasting elements in multiple texts.
- The ELL students have not mastered multiple meaning words in text.
- The SWD students have not mastered the understanding of main idea.
- The FCAT 2.0 Level 3 students have not mastered the understanding of text features.
- The FCAT 2.0 Level 4 and above students have not mastered the relationship of words and their multiple meanings.
- The students in the learning gains subgroup have not mastered the understanding of text structures and their impact on the meaning in text.
- The students in the lowest 25% making learning gains have not masters the analysis of text features in order to understand the text.
- The students in the CELLA listening and speaking subgroup live in homes of other primary languages, which means their only source of English is via the school.
- The students in the CELLA reading subgroup lack the English grammar foundation which causes difficulty in obtaining proper understanding of English language.
- The students in the CELLA writing subgroup struggle with English grammar and spelling patterns.

Plan to Monitor Progress Toward the Goal

Data chat meetings

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Data and meeting agenda

G2. Our goal for the 2014 FCAT Writes is to increase the number of students scoring a 3.5 or higher from 43% to 49%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Criterion Writing Program
- Top Score Writing Program
- Curriculum Resource Teachers
- Professional Development

Targeted Barriers to Achieving the Goal
- The students do not have a clear working knowledge of the writing process.
- The students do not have a clear understanding of the standard English conventions.

Plan to Monitor Progress Toward the Goal

Walk thrus, lesson plans, and increase in writing scores

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Weekly

Evidence of Completion:
Increase in overall writing scores through the writing tracking sheet

G3. Our goal for the 2014 Math FCAT 2.0 is to Increase exposure to higher level complexity word problems to increase the level of Math proficiency from 50% to 62%.

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

- Study Island

- Plato

- Discovery Education

Targeted Barriers to Achieving the Goal

- The black, white, hispanic, and ED students have not mastered geometry and measurement based word problems.

- The FCAT 2.0 level 3 subgroup have not had enough exposure to multiple step word problems.

- The FCAT 2.0 level 4 and above subgroup have not mastered based ten and fractions.

- The students in the learning gains subgroup do not have enough exposure to number operations.

- The students in the lowest 25% subgroup have not mastered the understanding of higher level complexity word problems.

Plan to Monitor Progress Toward the Goal

Analysis benchmark data

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Benchmark data tracking sheets and graphs

G4. Our goal for the 2014 Math FCAT 2.0 is to increase participation in middle school acceleration math class from 80% to 82% and to increase performance from 86% to 87%.

Targets Supported

Resources Available to Support the Goal
- Study Island
- Plato
- Discovery Education

Targeted Barriers to Achieving the Goal
- The students that need to be placed in the middle school acceleration math classes are not be identified.
- The students that are in the middle school acceleration program are not passing the end of course exam.

Plan to Monitor Progress Toward the Goal

Number of students passing EOC exams

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Yearly

Evidence of Completion:
Data

G5. Our goal for the 2014 Alegbra 1 End of course exam is to increase the percent of students scoring a level 3 from 53% to 54% and the percent of students scoring a level 4-5 from 29% to 30%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Study Island
- Plato

Targeted Barriers to Achieving the Goal
- Students do not have a clear understanding of the standards being tested.
- Students do not have enough exposure to test type questions and format.

Plan to Monitor Progress Toward the Goal

Analysis Benchmark Data

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Data Analysis tracking sheets and graphs

G6. Our goal for the 2014 Geometry End of course exam is to increase the percent of students scoring a level 3 from 29% to 32% and the percent of students scoring a level 4-5 from 30% to 32%.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Study Island
- Plato

Targeted Barriers to Achieving the Goal
- Students do not have enough opportunities to practice the content being tested.
- Students do not have enough opportunities to master the content being taught.

Plan to Monitor Progress Toward the Goal

Benchmark Assessment

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Data Analysis

G7. Our goal for the 2014 Science FCAT 2.0 is to increase the percentage of students scoring a level 3 from 27% to 31% and increase the percentage of students scoring a level 4-5 from 14% to 16%.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Gizmos
- FCAT Explorer
- Discovery Education

Targeted Barriers to Achieving the Goal
- Students scoring a level 3 have not had enough exposure to inquiry based, hands on activities.
- Students scoring a level 4-5 have not had enough opportunities to work with rigorous, higher order activities.

Plan to Monitor Progress Toward the Goal

Data chats

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Data analysis tracking sheets and graphs

G8. Our goal for the 2014 Science FCAT 2.0 is to increase the percentage of students scoring a level 3 from 18% to 23% and increase the percentage of students scoring a level 4-5 from 5% to 7%.

Targets Supported
- Science
- Science - Middle School

Resources Available to Support the Goal
- Discovery Education
- Gizmos
- FCAT Explorer

Targeted Barriers to Achieving the Goal
- Students scoring a level 3 have not had the opportunity to use instructional technology resources in the classroom.

Plan to Monitor Progress Toward the Goal

Data Chats

Person or Persons Responsible
School Based Leadership Teams

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Data analysis tracking sheets and graphs

G9. Our goal for the 2014 Biology EOC is to increase the percentage of students scoring a level 3 from 70% to 71% and maintain the percentage of students scoring a level 4-5 at 12%.

Targets Supported
- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Gizmos
- Study Island
- Discovery Education

Targeted Barriers to Achieving the Goal
- Students scoring a level 3 do not have the depth of content needed for the Biology EOC.
- Students scoring a level 4-5 do not the expected experiences with hands-on activities/labs investigations.

Plan to Monitor Progress Toward the Goal

Data Chats

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Data analysis tracking sheets and graphs

G10. Our goal for the 2014 STEM is to increase the percentage of experiences students have with STEM related activities.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Science Fair
- Field Trips

Targeted Barriers to Achieving the Goal
- Students are not provided with enough STEM experiences.
- Students do not have the opportunity to participate in STEM related experiences.

Plan to Monitor Progress Toward the Goal

Analysis benchmark data

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Benchmark data tracking sheets

G11. Our goal for 2014 CTE is to increase CTE student achievement of industry certification by 50%.

Targets Supported
- CTE

Resources Available to Support the Goal
- Counselors
- Courses

Targeted Barriers to Achieving the Goal
- Low enrollment in CTE courses.
- Low enrollment in advanced courses for students in CTE.
- CTE students require further knowledge of industry certification exam objectives and testing procedures.
- Number of CTE program concentrators
- CTE teachers completing industry certification.

Plan to Monitor Progress Toward the Goal

Enrollment and participation in CTE courses.

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Rosters for CTE courses

G12. Our goal for the 2014 Civic EOC is to increase the number of students scoring proficient.

Targets Supported
- Social Studies
- Civics EOC

Resources Available to Support the Goal
- Discovery Education
- Plato
- Study Island

Targeted Barriers to Achieving the Goal
- Students do not have an adequate knowledge base of the forms of government.
- Student do not have a deep understanding of political processes.

Plan to Monitor Progress Toward the Goal

Data chats

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Data tracking sheets

G13. Our goal for 2014 is to identify and decrease the number of elementary students falling under the Early Warning System.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Attendance Committee
- ISIS

Targeted Barriers to Achieving the Goal
- Students not meeting grade level expectations and are being retained.
- Student not having the reading comprehension skills necessary to be proficient in grade 3.
- Students unclear of behavior rules, processes, and expectations.
- Student Transportation

Plan to Monitor Progress Toward the Goal

Meeting with committee

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student tracking sheet

G14. Our goal for 2014 is to identify and decrease the number of middle students falling under the Early Warning System.

Targets Supported
- EWS
- EWS - Middle School

Resources Available to Support the Goal
- Attendance Committee
- ISIS

Targeted Barriers to Achieving the Goal
- Student Transportation
- Students not turning in assignments
- Students not clear of behavior rules, processes and expectations.

Plan to Monitor Progress Toward the Goal

Meeting with attendance committee

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student attendance tracking sheet

G15. Our goal for 2014 parent involvement is to increase involvement by 15%.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- PTSO
- EESAC
- Parent Link

Targeted Barriers to Achieving the Goal
- Insufficient communication with parents on school activities and events.
- Inability for parents to attend due to work obligations.

Plan to Monitor Progress Toward the Goal

Sign In sheet

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Increase in attendance

Action Plan for Improvement

Problem Solving Key

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

G1. Our goal for the 2014 Reading FCAT 2.0 is to increase students' comprehension of rigorous text through the use of reading strategies increasing the level of Reading proficiency from 56% to 70%.

G1.B1 The black, white, hispanic & ED students have not mastered the comparing and contrasting elements in multiple texts.

G1.B1.S1 Students will be provided additional opportunities to engage in reading comprehension activities which incorporate similarities and differences and analysis of text structure.

Action Step 1

Differentiated and small group instruction

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Examples of student work

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

Walk throughs

Person or Persons Responsible

School-based leadership team

Target Dates or Schedule

Daily during reading block

Evidence of Completion

Teachers working in small groups

Plan to Monitor Effectiveness of G1.B1.S1

Benchmark Data

Person or Persons Responsible

School-based leadership

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of Benchmark data

G1.B2 The ELL students have not mastered multiple meaning words in text.

G1.B2.S1 Student will be provided additional opportunities to utilize dictionaries.

Action Step 1

Use dictionary to compose a personal journal of multiple meaning words.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Personal journal

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

Walk throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation tool

Plan to Monitor Effectiveness of G1.B2.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of Benchmark data

G1.B3 The SWD students have not mastered the understanding of main idea.

G1.B3.S1 Students will be provided additional opportunities to engage with fictional and informational text for the purpose of summarizing their content.

Action Step 1

Provide practice in determining the underlying message of a passage/story/article

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Examples of student work

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

Walk throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation tool

Plan to Monitor Effectiveness of G1.B3.S1

Benchmark Data

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of Benchmark Data

G1.B4 The FCAT 2.0 Level 3 students have not mastered the understanding of text features.

G1.B4.S1 Students will received remediation on identify text features and their impact on reading comprehension.

Action Step 1

Provide reading materials that incorporate text features.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G1.B4.S1

Benchmark Assessments

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Analysis Sheet

G1.B5 The FCAT 2.0 Level 4 and above students have not mastered the relationship of words and their multiple meanings.

G1.B5.S1 Higher order questioning and the use of FCAT Task Cards to increase their level of understanding of vocabulary.

Action Step 1

Provide FCAT Task Cards and instruction on the incorporation of higher order questioning and vocabulary use.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G1.B5.S1

Benchmark Assessments

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Analysis Sheet

G1.B6 The students in the learning gains subgroup have not mastered the understanding of text structures and their impact on the meaning in text.

G1.B6.S1 Use of FCAT task cards, comparing, and contrasting literary works.

Action Step 1

Provide teachers with FCAT task cards. Provide instructional information on reading analysis strategies.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plan Review

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G1.B6.S1

Benchmark Assessments

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark Data Analysis Sheet

G1.B7 The students in the lowest 25% making learning gains have not masters the analysis of text features in order to understand the text.

G1.B7.S1 Ensure all students are provided with a wide variety of text.

Action Step 1

Make available literary works for teacher and student use.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom libraries and school library inventory

Action Step 2

Make available literary works for teacher and student use.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom libraries and school library inventory

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G1.B7.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Analysis Sheet

G1.B8 The students in the CELLA listening and speaking subgroup live in homes of other primary languages, which means their only source of English is via the school.

G1.B8.S1 Use of modeling with illustrations and visualizations.

Action Step 1

Provide teachers with instruction on the implementation of illustration and visualization techniques.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plan Reviews

Facilitator:

Jennifer Thermes

Participants:

All teachers

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G1.B8.S1

Developmental Reading Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data Analysis Sheet

G1.B9 The students in the CELLA reading subgroup lack the English grammar foundation which causes difficulty in obtaining proper understanding of English language.

G1.B9.S1 Use of varied assignment complexity and visual aide instructional materials.

Action Step 1

Provide teachers with necessary visual aides and instruction on varying assignment complexity

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Reviews

Facilitator:

Jennifer Thermes

Participants:

All teachers

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G1.B9.S1

Formative Assessment Data

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Analysis Sheet

G1.B10 The students in the CELLA writing subgroup struggle with English grammar and spelling patterns.

G1.B10.S1 Students will read for purpose to highlight key information, create graphic organizers, and underline information.

Action Step 1

Provide teachers with necessary resources and materials.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G1.B10.S1

Standardized Reading Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Analysis

G2. Our goal for the 2014 FCAT Writes is to increase the number of students scoring a 3.5 or higher from 43% to 49%.

G2.B1 The students do not have a clear working knowledge of the writing process.

G2.B1.S1 Provide teachers training on writing workshops.

Action Step 1

Top Score Training Criterion Training

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

July 24th, 2013 September 26th, 2013

Evidence of Completion

Attendance, agenda, and teacher implementation

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

Monthly writing prompt

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly scoring rubrics

Plan to Monitor Effectiveness of G2.B1.S1

Writing prompt data

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Writing tracking spreadsheet

G2.B2 The students do not have a clear understanding of the standard English conventions.

G2.B2.S1 Provide teachers with curriculum to instruct students on standard English conventions.

Action Step 1

Provide teachers with necessary resources and materials.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Teams

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G2.B2.S1

Standardized Reading Assessments

Person or Persons Responsible

School Based Leadership Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Analysis

G3. Our goal for the 2014 Math FCAT 2.0 is to Increase exposure to higher level complexity word problems to increase the level of Math proficiency from 50% to 62%.

G3.B1 The black, white, hispanic, and ED students have not mastered geometry and measurement based word problems.

G3.B1.S1 Students will be provided the additional opportunities to compose and decompose geometrical and measurement based word problems.

Action Step 1

Provide teachers with geometry and measurement test questions

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

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

Walk throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G3.B1.S1

Benchmarks

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark results

G3.B2 The FCAT 2.0 level 3 subgroup have not had enough exposure to multiple step word problems.

G3.B2.S1 Provide students with problem solving strategies to solve multiple step word problems.

Action Step 1

Provide teachers with word problem strategies.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plan Review

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G3.B2.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of Benchmark data

G3.B3 The FCAT 2.0 level 4 and above subgroup have not mastered based ten and fractions.

G3.B3.S1 Provide opportunities for student to relate equivalent fractions and decimals with or with out models.

Action Step 1

Use of manipulates during math lessons

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G3.B3.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of Benchmark Data

G3.B4 The students in the learning gains subgroup do not have enough exposure to number operations.

G3.B4.S1 Support mathematical fluency and problem solving skills by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Provide instructional materials to practice mathematical fluency.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G3.B4.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of Benchmark Data

G3.B5 The students in the lowest 25% subgroup have not mastered the understanding of higher level complexity word problems.

G3.B5.S1 Identify students in the lowest 25% and use an in school intervention program to address the mathematics deficiencies particularly in the areas of higher level word problems.

Action Step 1

Provide small group intervention

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Intervention Schedule

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

Walk Through

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G3.B5.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of Benchmark Data

G4. Our goal for the 2014 Math FCAT 2.0 is to increase participation in middle school acceleration math class from 80% to 82% and to increase performance from 86% to 87%.

G4.B1 The students that need to be placed in the middle school acceleration math classes are not be identified.

G4.B1.S1 Develop a plan for pre-identifying students who qualify for middle school acceleration classes.

Action Step 1

Identify students that will qualify for placement in acceleration courses

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

End of year

Evidence of Completion

Spreadsheet of students identified for acceleration classes

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

Create a spreadsheet with student data

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

End of year

Evidence of Completion

Spreadsheet

Plan to Monitor Effectiveness of G4.B1.S1

Enrollment in courses

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Beginning of year

Evidence of Completion

Spreadsheet and enrollment in courses

G4.B2 The students that are in the middle school acceleration program are not passing the end of course exam.

G4.B2.S1 Students will be exposed to EOC sample questions and testing format.

Action Step 1

Provide teachers with EOC test specs and sample questions.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G4.B2.S1

Standardized Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Analysis

G5. Our goal for the 2014 Alegbra 1 End of course exam is to increase the percent of students scoring a level 3 from 53% to 54% and the percent of students scoring a level 4-5 from 29% to 30%.

G5.B1 Students do not have a clear understanding of the standards being tested.

G5.B1.S1 Students will review and be taught each standard being addressed.

Action Step 1

Provide teachers with test specifications and question examples.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G5.B1.S1

Benchmark Assessments

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Analysis

G5.B2 Students do not have enough exposure to test type questions and format.

G5.B2.S1 Students will be provided additional opportunities to work with EOC test question format and examples.

Action Step 1

Use of EOC example questions and format

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Action Step 2

Use of EOC example questions and format

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G5.B2.S1

Benchmark Data

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of Benchmark Data

G6. Our goal for the 2014 Geometry End of course exam is to increase the percent of students scoring a level 3 from 29% to 32% and the percent of students scoring a level 4-5 from 30% to 32%.

G6.B1 Students do not have enough opportunities to practice the content being tested.

G6.B1.S1 Provide opportunities for students to practice the content covered on the EOC.

Action Step 1

Students will have additional opportunities to engage with the content and practice.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

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

Walk Through

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G6.B1.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of Benchmark Data

G6.B2 Students do not have enough opportunities to master the content being taught.

G6.B2.S1 Provide to students additional opportunities to master content knowledge.

Action Step 1

Provide students with time to master content knowledge

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

Action Step 2

Provide students with time to master content knowledge

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

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

Walk Through

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G6.B2.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of data

G7. Our goal for the 2014 Science FCAT 2.0 is to increase the percentage of students scoring a level 3 from 27% to 31% and increase the percentage of students scoring a level 4-5 from 14% to 16%.

G7.B1 Students scoring a level 3 have not had enough exposure to inquiry based, hands on activities.

G7.B1.S1 Implement a routine of inquiry based hands on activities relevant to the objective of the topic.

Action Step 1

Purchasing materials and supplies of labs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

July 1st, 2013

Evidence of Completion

Lab schedule

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

Walk thru

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G7.B1.S1

Benchmarks

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark data analysis

G7.B2 Students scoring a level 4-5 have not had enough opportunities to work with rigorous, higher order activities.

G7.B2.S1 Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Action Step 1

Provide teachers with a curriculum that has rigorous activities and higher order questioning.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

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

Walk Through

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G7.B2.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of data

G8. Our goal for the 2014 Science FCAT 2.0 is to increase the percentage of students scoring a level 3 from 18% to 23% and increase the percentage of students scoring a level 4-5 from 5% to 7%.

G8.B1 Students scoring a level 3 have not had the opportunity to use instructional technology resources in the classroom.

G8.B1.S1 Incorporate instructional technology resources into lesson plans.

Action Step 1

Incorporation of instructional technology resources in lessons

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

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

Walk Through

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G8.B1.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of data

G9. Our goal for the 2014 Biology EOC is to increase the percentage of students scoring a level 3 from 70% to 71% and maintain the percentage of students scoring a level 4-5 at 12%.

G9.B1 Students scoring a level 3 do not have the depth of content needed for the Biology EOC.

G9.B1.S1 Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the Biology Test Item Specifications.

Action Step 1

Provide teachers with the Biology test specifications

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Beginning of each quarter

Evidence of Completion

Lesson Plan Review

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

Walk Through

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G9.B1.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of data

G9.B2 Students scoring a level 4-5 do not the expected experiences with hands-on activities/labs investigations.

G9.B2.S1 Ensure the implementation of the recommended AP Science curriculum and the expected hands-on activities/laboratory investigations in the AP science courses throughout the school year.

Action Step 1

Provide teachers with AP Science curriculum and hands-on activities

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

Action Step 2

Provide teachers with AP Science curriculum and hands-on activities

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Walk Through

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G9.B2.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Analysis

G10. Our goal for the 2014 STEM is to increase the percentage of experiences students have with STEM related activities.

G10.B1 Students are not provided with enough STEM experiences.

G10.B1.S1 Increase opportunities for students to enroll in Cambridge, computer application, honors courses and advanced courses.

Action Step 1

Begin student course selection process

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

May 2013

Evidence of Completion

Completed student course selections sheets

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

Analysis FCAT scores and identify students that meet the requirements

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

July 2013

Evidence of Completion

Maximized enrollment in STEM courses

Plan to Monitor Effectiveness of G10.B1.S1

Benchmarks

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark Results

G10.B2 Students do not have the opportunity to participate in STEM related experiences.

G10.B2.S1 Create opportunities for students to participate in STEM related experiences.

Action Step 1

Have teachers create a scope and sequence for the year highlighting all the STEM experience provided by course.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Beginning of the year

Evidence of Completion

Lesson Plan Review

Action Step 2

Have teachers create a scope and sequence for the year highlighting all the STEM experience provided by course.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Beginning of the year

Evidence of Completion

Lesson Plan Review

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G10.B2.S1

Number of STEM experiences students participate in

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Rosters

G11. Our goal for 2014 CTE is to increase CTE student achievement of industry certification by 50%.

G11.B1 Low enrollment in CTE courses.

G11.B1.S1 Increase the number of students enrolled in CTE classes by identifying them through subject selection sheets.

Action Step 1

Identify students based on their ability to participate in CTE courses.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Summer 2013

Evidence of Completion

Course enrollment numbers

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

Monitor enrollment in courses

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Rosters and attendance

Plan to Monitor Effectiveness of G11.B1.S1

Monitor student grades in CTE course

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Gradebook

G11.B2 Low enrollment in advanced courses for students in CTE.

G11.B2.S1 Increase the number of CTE students enrolled in accelerated classes by identifying them through subject selection sheets.

Action Step 1

Monitor and advise students on courses to select

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Summer 2013

Evidence of Completion

Spreadsheet with enrollment of students in accelerated courses as well as CTE

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

Monitor students enrolled and passing

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Enrollment summary

Plan to Monitor Effectiveness of G11.B2.S1

Enrollment in accelerated classes and CTE

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Enrollment summary

G11.B3 CTE students require further knowledge of industry certification exam objectives and testing procedures.

G11.B3.S1 CTE students require further knowledge of industry certification exam objectives and testing procedures.

Action Step 1

Provide teachers with industry certification exam objectives

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plan Review

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

Walk Through

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G11.B3.S1

Industry certification exam

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

End of year

Evidence of Completion

Analysis of data

G11.B4 Number of CTE program concentrators

G11.B4.S1 Develop CTE program connectors between course and grade levels.

Action Step 1

Develop a selection of course that integrate for students to complete CTE.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Summer

Evidence of Completion

Course selection forms

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

Reviewing completion of courses

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

End of year

Evidence of Completion

Credit earned

Plan to Monitor Effectiveness of G11.B4.S1

Enrollment in course and grades

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Rosters and grades

G11.B5 CTE teachers completing industry certification.

G11.B5.S1 Participate in online professional development

Action Step 1

Advise teachers about online certification classes

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Online course enrollment

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

Spreadsheet of teachers completing CTE online course

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Document of completion

Plan to Monitor Effectiveness of G11.B5.S1

Implementation of CTE curriculum from online course

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk through and lesson plan reviews

G12. Our goal for the 2014 Civic EOC is to increase the number of students scoring proficient.

G12.B1 Students do not have an adequate knowledge base of the forms of government.

G12.B1.S1 Provide teachers with the Civic EOC test specifications and testing guidelines.

Action Step 1

Provide updated test specs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Beginning of the year

Evidence of Completion

Binder Review

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

Walk throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G12.B1.S1

Assessments

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Gradebook

G12.B2 Student do not have a deep understanding of political processes.

G12.B2.S1 Teachers will utilize the Civic EOC test specifications and testing guidelines.

Action Step 1

Provide updated test specifications and testing guidelines

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Beginning of the year

Evidence of Completion

Binder Review

Plan to Monitor Fidelity of Implementation of G12.B2.S1

Walk throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G12.B2.S1

Assessments

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data analysis sheet

G13. Our goal for 2014 is to identify and decrease the number of elementary students falling under the Early Warning System.

G13.B1 Students not meeting grade level expectations and are being retained.

G13.B1.S1 Identify students that are not meeting grade level expectations and provide them with additional intervention services in Reading and Math.

Action Step 1

Identify students through the use of FACT data and benchmark data

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Beginning of the year

Evidence of Completion

Data spreadsheets

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

Evaluate students participating in Reading and Math intervention

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data tracking spreadsheet

Plan to Monitor Effectiveness of G13.B1.S1

Provide intervention teachers with data and curriculum to teach student deficiencies.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

G13.B2 Student not having the reading comprehension skills necessary to be proficient in grade 3.

G13.B2.S1 Provide opportunities for students to receive differentiated instruction in the specific reading comprehension deficiencies.

Action Step 1

Provide teachers with strategies and techniques to provide differentiated instruction

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Beginning of the year

Evidence of Completion

Lesson Plan Review

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

Walk through

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G13.B2.S1

Benchmark Assessments

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quartly

Evidence of Completion

Data tracking sheet

G13.B3 Students unclear of behavior rules, processes, and expectations.

G13.B3.S1 Utilize the STRIVE character education program to recognize positive students behavior and provide additional training on school behavior guidelines.

Action Step 1

Hold expectation assemblies and STRIVE recognition activities

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Beginning of the year and Monthly

Evidence of Completion

Power point and monthly STRIVE documents

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

Review disciplinary tracking documents

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Decrease in student referrals

Plan to Monitor Effectiveness of G13.B3.S1

ISIS Reports

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Disciplinary Tracking Sheet

G13.B4 Student Transportation

G13.B4.S1 Ensure that buses are at capacity

Action Step 1

Ensure that buses are at capacity

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Bus rosters

Action Step 2

Ensure that buses are at capacity

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Bus rosters

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

Monitor attendance bulletins

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance

Plan to Monitor Effectiveness of G13.B4.S1

Administration Meetings

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda

G14. Our goal for 2014 is to identify and decrease the number of middle students falling under the Early Warning System.

G14.B1 Student Transportation

G14.B1.S1 Ensure that buses are at capacity.

Action Step 1

Communicate with bus transportation services

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Bus rosters

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

Monitor attendance bulletins

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance

Plan to Monitor Effectiveness of G14.B1.S1

Administration meetings

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda

G14.B2 Students not turning in assignments

G14.B2.S1 Teachers will monitor and track students that are not turning in assignments.

Action Step 1

Create a tracking sheet

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Tracking sheet

Action Step 2

Create a tracking sheet

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Tracking sheet

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

Review online grade books

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Tracking sheet

Plan to Monitor Effectiveness of G14.B2.S1

Check progress reports

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Semi quarterly

Evidence of Completion

Administrative a academic review log

G14.B3 Students not clear of behavior rules, processes and expectations.

G14.B3.S1 Utilized the STRIVE character education program to recognize positive student behavior and provide additional training on school behavior guidelines.

Action Step 1

Hold expectation assemblies and STRIVE recognition activities

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Beginning of the year and monthly

Evidence of Completion

Power point and monthly STRIVE documents

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

Review disciplinary tracking documents

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Decrease in student referrals

Plan to Monitor Effectiveness of G14.B3.S1

ISIS Reports

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Disciplinary tracking sheet

G15. Our goal for 2014 parent involvement is to increase involvement by 15%.

G15.B1 Insufficient communication with parents on school activities and events.

G15.B1.S1 Notify parents of school events via the Parent Link Phone Call System, school website, notices, PTSO, EESAC and the marquee.

Action Step 1

School event communication process

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

August 2013

Evidence of Completion

Outlined parent communication process

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

Requesting Parent Link reports

Person or Persons Responsible

School Based Leader Team

Target Dates or Schedule

Weekly

Evidence of Completion

Parent link reports

Plan to Monitor Effectiveness of G15.B1.S1

Sign In sheets

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Logs

G15.B2 Inability for parents to attend due to work obligations.

G15.B2.S1 Offer a variety of meeting/activities dates and times.

Action Step 1

Coordinate a yearly calendar of dates and times

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Beginning of the year

Evidence of Completion

Calendar of events

Action Step 2

Coordinate a yearly calendar of dates and times

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Beginning of the year

Evidence of Completion

Calendar of events

Plan to Monitor Fidelity of Implementation of G15.B2.S1

Attendance at school meetings, functions, and events

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Sign In Sheet

Plan to Monitor Effectiveness of G15.B2.S1

Increase attendance

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Sign In sheets

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Our goal for the 2014 Reading FCAT 2.0 is to increase students' comprehension of rigorous text through the use of reading strategies increasing the level of Reading proficiency from 56% to 70%.

G1.B8 The students in the CELLA listening and speaking subgroup live in homes of other primary languages, which means their only source of English is via the school.

G1.B8.S1 Use of modeling with illustrations and visualizations.

PD Opportunity 1

Provide teachers with instruction on the implementation of illustration and visualization techniques.

Facilitator

Jennifer Thermes

Participants

All teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plan Reviews

G1.B9 The students in the CELLA reading subgroup lack the English grammar foundation which causes difficulty in obtaining proper understanding of English language.

G1.B9.S1 Use of varied assignment complexity and visual aide instructional materials.

PD Opportunity 1

Provide teachers with necessary visual aides and instruction on varying assignment complexity

Facilitator

Jennifer Thermes

Participants

All teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Reviews

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Our goal for the 2014 FCAT Writes is to increase the number of students scoring a 3.5 or higher from 43% to 49%.	$7,100
G7.	Our goal for the 2014 Science FCAT 2.0 is to increase the percentage of students scoring a level 3 from 27% to 31% and increase the percentage of students scoring a level 4-5 from 14% to 16%.	$500
	Total	$7,600

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
General Operating	$7,100	$500	$7,600
Total	$7,100	$500	$7,600

Budget Details

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

G2. Our goal for the 2014 FCAT Writes is to increase the number of students scoring a 3.5 or higher from 43% to 49%.

G2.B1 The students do not have a clear working knowledge of the writing process.

G2.B1.S1 Provide teachers training on writing workshops.

Action Step 1

Top Score Training Criterion Training

Resource Type

Evidence-Based Program

Resource

Top Score Writing Binder and Criterion Online Curriculum

Funding Source

General Operating

Amount Needed

$7,100

G7. Our goal for the 2014 Science FCAT 2.0 is to increase the percentage of students scoring a level 3 from 27% to 31% and increase the percentage of students scoring a level 4-5 from 14% to 16%.

G7.B1 Students scoring a level 3 have not had enough exposure to inquiry based, hands on activities.

G7.B1.S1 Implement a routine of inquiry based hands on activities relevant to the objective of the topic.

Action Step 1

Purchasing materials and supplies of labs

Resource Type

Other

Resource

Materials and supplies for labs

Funding Source

General Operating

Amount Needed

$500