



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Dr. Rolando Espinosa K 8 Center

11250 NW 86TH ST

Doral, FL 33178

305-889-5757

<http://drek8.dadeschools.net>

School Demographics

School Type Combination School	Title I Yes	Free and Reduced Lunch Rate 39%
Alternative/ESE Center No	Charter School No	Minority Rate 94%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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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	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	22
Goals Summary	27
Goals Detail	27
Action Plan for Improvement	41
Part III: Coordination and Integration	110
Appendix 1: Professional Development Plan to Support Goals	111
Appendix 2: Budget to Support Goals	113

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

Dr. Rolando Espinosa K 8 Center

Principal

Marie P. Caceres

School Advisory Council chair

Margarita Garcia

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

Name	Title
Marie P. Caceres	Principal
Stanley Nelson	Assistant Principal
Estela M. Rodriguez	Assistant Principal
Liliana Suarez	Assistant Principal
Kim Ovcarich	Reading Liaison (Primary)
Margarita Flores	Reading Liaison (Intermediate)
Ingrid Lacosta	Mathematics Liaison (Primary)
Corey Black	Mathematics Liaison (Intermediate)
Philip Balbi	Counselor (Primary)
Ivette Dominguez	Counselor (Intermediate)
Vandyke McKenzie	Media Specialist
Faresha Avila	Kindergarten Grade Level Chairperson
Allison Faehnle	First Grade Level Chairperson
Erika Pell-Lopez	Second Grade Level Chairperson
Claudia Salhuana	Third Grade Level Chairperson
Margarita Garcia	Fourth Grade Level Chairperson
Cristine Rodriguez	Fifth Grade Level Chairperson
Melissa Travieso	Sixth Grade Level Chairperson
Cynthia Saavedra	Seventh Grade Level Chairperson
Richard Rodriguez	Eighth Grade Level Chairperson
Margaret Bertram	SPED Chairperson
Ana Perez	ESOL Chairperson
Mairene Garcia	School Psychologist

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD steward – 1, teachers-5 and one alternate teacher, parents -10, one alternate parent, student-1 and one alternate student, educational support employee-1 and one alternate education support employee, business/community representatives-2

Involvement of the SAC in the development of the SIP

Members of the SAC meet with teachers and parents to discuss the strategies in place to ensure students are making progress. The SAC reviews school performance data and monitors that strategies to improve student achievement are in place and are being implemented.

Activities of the SAC for the upcoming school year

The SAC at Dr. Rolando Espinosa K-8 Center will participate in the creation and implementation of the School Improvement Plan, community involvement, address resources needed, monitor student progress and the decision making process of the school through quarterly meetings.

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

The projected use of school improvement funds include:

- Utilize the Accelerated Reader Program to motivate students and encourage independent reading- \$7000.
- Promote the attendance of students by purchasing rewards and incentives - \$800.

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:

Marie P. Caceres

Principal

Years as Administrator: 33

Years at Current School: 1

Credentials

Degree(s):
 Bachelors of
 Science -
 Elementary
 Education
 Masters of
 Science -
 Administration
 Supervision
 Certification(s):
 Elementary Education (1-6), and Educational Leadership (K-12)

Performance Record

2013 – School Grade - A
 Rdg. Proficiency, 66%
 Math Proficiency, 66%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% -
 80 points
 Math Imp. of Lowest 25% -
 64 points
 Rdg. AMO – NO
 Math AMO – NO
 2012 – School Grade - A
 Rdg. Proficiency, 69%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% -
 75 points
 Math Imp. of Lowest 25% -
 77 points
 Rdg. AMO – No
 Math AMO – No
 11' 10' 09'
 School Grade:
 B B A
 Rdg. Proficiency,
 64% 63% 69%
 Math Proficiency,
 75% 67% 71%
 Rdg. Lrg. Gains,
 59 60 66 points
 Math Lrg. Gains,
 67 55 66 points
 Rdg. Imp. of Lowest 25% -
 59 48 65 points
 Math Imp. of Lowest 25% -

73 68 77 points

Rdg. AMO

Yes No No

Math AMO

Yes No No

Stanley Nelson

Asst Principal

Years as Administrator: 5

Years at Current School: 3

Credentials

Degree(s):

Bachelors of Science – Political Science, Student Education

Masters of Science – Educational Leadership

Certification(s):

Political Science (6-12), Social Science (5-9), and Educational Leadership (K-12)

Performance Record

2013 – School Grade - A

Rdg. Proficiency, 66%

Math Proficiency, 66%

Rdg. Lrg. Gains, 76 points

Math Lrg. Gains, 74 points

Rdg. Imp. of Lowest 25% -
80 pointsMath Imp. of Lowest 25% -
64 points

Rdg. AMO – NO

Math AMO – NO

2012 – School Grade - A

Rdg. Proficiency, 69%

Math Proficiency, 68%

Rdg. Lrg. Gains, 77 points

Math Lrg. Gains, 77 points

Rdg. Imp. of Lowest 25% -
75 pointsMath Imp. of Lowest 25% -
77 points

Rdg. AMO – No

Math AMO – No

'11 '10 '09

School Grade:

D D D

Rdg. Proficiency,

36% 35% 35%

Math Proficiency,

32% 41% 35%

Rdg. Lrg. Gains,

56 51 14 points

Math Lrg. Gains,

52 61 59 points

Rdg. Imp. of Lowest 25% -
76 60 69 pointsMath Imp. of Lowest 25% -
64 60 65 points

Rdg. AMO

No No No

Math AMO

No No No

Estela M. Rodriguez

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Degree(s):
 Bachelors of Science - Elementary Education
 Masters of Science - ESOL and Educational Leadership
 Certification(s):
 Elementary Education (1 – 6), ESOL (K-12), and Educational Leadership (K-12)

Performance Record

2013 – School Grade - A
 Rdg. Proficiency, 66%
 Math Proficiency, 66%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% -
 80 points
 Math Imp. of Lowest 25% -
 64 points
 Rdg. AMO – NO
 Math AMO – NO
 2012 – School Grade - A
 Rdg. Proficiency, 69%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% -
 75 points
 Math Imp. of Lowest 25% -
 77 points
 Rdg. AMO – No
 Math AMO – No
 '11 '10 '09
 School Grade:
 B A A
 Rdg. Proficiency,
 73% 73% 65%
 Math Proficiency,
 81% 81% 76%
 Rdg. Lrg. Gains,
 63 66 67 points
 Math Lrg. Gains,
 65 70 64 points
 Rdg. Imp. of Lowest 25% -
 49 70 69 points
 Math Imp. of Lowest 25% -
 68 60 68 points
 Rdg. AMO
 No No No
 Math AMO
 No No No

Felicia Diaz		
Asst Principal	Years as Administrator: 6	Years at Current School: 2

Credentials

Degree(s):
 Bachelors of Science – Elementary Education
 Masters of Science – Educational Leadership
 Certification(s): Elementary Education (1-6), ESOL (K-12),
 Educational Leadership (K-12), and SPED (K-12)

Performance Record

2013 – School Grade - A
 Rdg. Proficiency, 66%
 Math Proficiency, 66%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% -
 80 points
 Math Imp. of Lowest 25% -
 64 points
 Rdg. AMO – NO
 Math AMO – NO
 2012 – School Grade - A
 Rdg. Proficiency, 69%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% -
 75 points
 Math Imp. of Lowest 25% -
 77 points
 Rdg. AMO – No
 Math AMO – No
 ‘11 ‘10 ‘09
 School Grade:
 A B A
 Rdg. Proficiency,
 88% 83% 81%
 Math Proficiency,
 88% 82% 77%
 Rdg. Lrg. Gains,
 77 70 78 points
 Math Lrg. Gains,
 56 67 66 points
 Rdg. Imp. of Lowest 25% -
 78 49 77 points
 Math Imp. of Lowest 25% -
 63 70 73 points
 Rdg. AMO
 No No No
 Math AMO
 No No No

Liliana Suarez		
Asst Principal	Years as Administrator: 7	Years at Current School: 6

Credentials

Degree(s):
 Bachelors of Science - Elementary Education
 Masters in Science –
 Educational Leadership
 Certification(s):
 Elementary Education (1-6), ESOL (K-12), Educational
 Leadership (K-12), Gifted (K-12)

Performance Record

2013 – School Grade - A
 Rdg. Proficiency, 66%
 Math Proficiency, 66%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% -
 80 points
 Math Imp. of Lowest 25% -
 64 points
 Rdg. AMO – NO
 Math AMO – NO
 2012 – School Grade - A
 Rdg. Proficiency, 69%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% -
 75 points
 Math Imp. of Lowest 25% -
 77 points
 Rdg. AMO – No
 Math AMO – No
 ‘11 ‘10 ‘09
 School Grade:
 A A A
 Rdg. Proficiency,
 79% 84% 85%
 Math Proficiency,
 79% 83% 83%
 Rdg. Lrg. Gains,
 72 76 79 points
 Math Lrg. Gains,
 66 73 71 points
 Rdg. Imp. of Lowest 25% -
 75 76 79 points
 Math Imp. of Lowest 25% -
 65 68 65 points
 Rdg. AMO
 No No No

Math AMO
No No No

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

100

receiving effective rating or higher

100, 100%

Highly Qualified Teachers

78%

certified in-field

, 0%

ESOL endorsed

61, 61%

reading endorsed

8, 8%

with advanced degrees

42, 42%

National Board Certified

2, 2%

first-year teachers

1, 1%

with 1-5 years of experience

8, 8%

with 6-14 years of experience

73, 73%

with 15 or more years of experience

18, 18%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

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

Administration will recruit highly qualified teachers, certified-in-field, effective teacher to the school by working with Universities, their educational programs, and the District. Dr. Rolando Espinosa K-8 Center will retain highly qualified teachers by providing professional development in areas of need to prepare teachers with new skills, provide mentoring for beginning teachers in order to offer support, and acknowledging teachers that achieve outstanding student performance throughout the school year.

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

Beginning teachers are assigned a mentor teacher who has been trained by the district's MINT program. Teachers meet during their planning time, before and after school to discuss classroom management strategies and share instructional tips with their mentees. In addition, time is allotted for peer classroom visits and observation. We continue to implement proven techniques and research based strategies for improving teacher morale.

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

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

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

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

- Holding regular team meetings where problem solving is the sole focus.

- Using the four step problem-solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
- Determining how we will know if students have made expected levels of progress towards proficiency?
- Monitor when grades, subject areas, classes, or individual students have not shown a positive response?
- Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
- Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur on a regular basis to:

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

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

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

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

Tier 1(Leadership Team)

Principal: Marie P. Caceres will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources and adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

Assistant Principals: Felicia Diaz, Estela M. Rodriguez, and Liliana Suarez will conduct assessment of MTSS/Rtl skills of school staff. Identify students based on previous year's scores, and initiate supplemental instruction and intervention groups that provide remediation in alignment and in addition to effective core instruction. Identify and analyze existing literature on research based support material and intervention approaches. Develop intervention schedules.

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

Reading Liaison: Kim Ovcarich (Primary) and Margarita Flores (Intermediate)

Mathematics Liaison: Ingrid Lacosta (Primary) and Corey Black (Intermediate)

Science Liaison: Ana Polanco (Primary) and Michelle Solis (Intermediate)

School Guidance Counselor (Primary): Philip Balbi

School Guidance Counselor (Intermediate): Ivette Dominguez

Media Specialist: Vandyke McKenzie

Kindergarten Grade Level Chairperson: Faresha Avila
First Grade Level Chairperson: Allison Faehnle
Second Grade Level Chairperson: Erika Pell-Lopez
Third Grade Level Chairperson: Claudia Salhuana
Fourth Grade Level Chairperson: Claudia Perez
Fifth Grade Level Chairperson: Christine Rodriguez
Sixth Grade Level Chairperson: Melissa Travieso
Seventh Grade Level Chairperson: Cynthia Saavedra
Eighth Grade Level Chairperson: Richard Rodriguez
SPED Chairperson: Margret Bertram
ESOL Chairperson: Ana Perez
School Psychologist: Mairene Garcia
Social Worker: Yolanda Busquel

The Leadership Team members will develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs. Collaborate with teachers in disaggregating, analyzing, and interpreting data. Provide feedback and information for the appropriate implementation of data. In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2 Team

Administration, the Media Specialist, Counselors, the SPED Chairperson and ESOL Chairperson of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

The school psychologist, social worker, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The MTSS/RtI Leadership Team will meet three times a year to review the Tier 1 Problem-Solving process, set Tier 1 goals, and monitor academic and behavior data in order to identify students in need of support. Data will be collected and analyzed in order to determine professional development needed for faculty as indicated by group or individual student diagnostic and process monitoring assessment. The MTSS/RtI Leadership Team will communicate findings to the faculty through data chats, grade level meetings, and faculty meetings. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Standards, curriculum, and instruction will be reviewed through ongoing progress monitoring (OPM) for all interventions and the data will be analyzed utilizing the Tier 2 Problem-Solving process after each OPM. The team will develop a plan for implementation of intervention strategies based on findings. Data will be reviewed on a regular basis to determine the efficacy of the intervention plan. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Dr. Rolando Espinosa K-8 Center will utilize data to guide instructional decisions and system procedures for all students by:

- adjusting the delivery of curriculum and instruction to meet the specific needs of the students
- adjusting the delivery of behavior management systems

- adjusting the allocation of school-based resources
- driving decisions regarding targeted professional development
- creating student growth trajectories in order to identify and develop interventions

Dr. Rolando Espinosa K-8 Center will utilize the following data sources:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- FLKERS
- STAR reading assessment
- Reading Plus Utilization and Progress Reports
- Success Maker Utilization and Progress Reports
- Interim assessments
- FCAT 2.0
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Attendance

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

The plan to support MTSS/RtI at Dr. Rolando Espinosa K-8 Center includes:

- Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
- MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
- Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.
- Actively involve the MTSS/RtI Leadership Team to provide visible connections between a MTSS/RtI framework and the schools mission statement.
- Facilitate ongoing use of the Problem-Solving process to support the planning, implementation, and evaluation of the effectiveness of services.
- Establish strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services to our students.
- Offer support to assist staff members and teachers through problem-solving efforts.
- Provide ongoing data-driven professional development activities that align to core student goals and staff needs.
- Communicate outcomes with stakeholders while celebrating successes.

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:** 180

Dr. Rolando Espinosa K-8 Center offers services through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learners and immigrant students by providing funds to implement and/or provide before and after-school tutorial programs. In addition, the after-school care program provides tutoring to enrich and enhance student learning. Other components that are integrated into the school-wide program after school include Chess club, Student Council, and Junior Honor Society.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is comprised of Interim Assessments and FCAT scores, in addition to teacher generated formal and informal assessments. Data trends are identified and decisions are made based on the most current data available.

Who is responsible for monitoring implementation of this strategy?

The data is collected by Principal, Assistant Principals, grade level chairs and testing chair and it is analyzed to improve instructional planning and address students' weaknesses for the next quarter.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Marie P. Caceres	Principal
Felicia Diaz	Assistant Principal
Stanley Nelson	Assistant Principal
Estela M. Rodriguez	Assistant Principal
Liliana Suarez	Assistant Principal
Vandyke McKenzie	Media Specialist
Kim Ovcarich (Primary)	Reading Liaison
Margarita Flores (Intermediate)	Reading Liaison
Allison Faehnle	Reading Teacher
Cristine Rodriguez	Reading Teacher
Claudia Perez	Reading Teacher
Priscilla Chaca	Language Arts Teacher
Melissa Travieso	Language Arts Teacher
Cynthia Saavedra	Language Arts Teacher
Ana Perez	ESOL Chairperson

How the school-based LLT functions

The Literacy Leadership Team (LLT) meets once a month to discuss professional development, reading issues, trends, strategies, assessments, data, and interventions. The principal selects members that are highly qualified professionals that will work to improve literacy instruction. The principal will encourage school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The principal will provide the resources needed to the LLT. The Reading Liaison will share experience in reading instruction to assist the team in making instructional decisions. The Reading Liaison together with the team will work to ensure the implementation of the K-12 CRRP effectively. The Reading Liaison in collaboration with the team will create a school-wide focus on literacy by organizing model classrooms, conferencing with teachers and administrators and providing professional development. In addition, the LLT will maintain a connection with the MTSS/Rtl process by utilizing the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Additionally, the LLT will develop Lesson Studies that focus on developing and implementing instructional routines that utilize complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with the opportunity for research and incorporate writing throughout.

Major initiatives of the LLT

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

- Implementation of MTSS/Rtl
- Continue the successful use of FAIR (screening, ongoing progress monitoring, and end of year outcome)
- Implementation of Writing Process Across the Grade Levels (Kindergarten through 8th grade)
- Reading Strategies in the Content Area
- Successful implementation of the K-12 CRRP

Every Teacher Contributes to Reading Instruction

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

All teachers will implement strategies for reading instruction which include but are not limited to reciprocal teaching, use of graphic organizers, guided groups, differentiated instruction and the use of Smart boards. Teachers will be responsible for students' understanding of the text by carefully reading it, drawing conclusions and formulating responses to comprehension questions which address the question entirely. Teachers will monitor student progress by analyzing student data and SuccessMaker, Reading Plus usage, providing intervention services and adjusting instruction as necessary. The Literacy Leadership Team will be responsible for monitoring the implementation of reading strategies.

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

Dr. Rolando Espinosa K-8 Center assists with preschool children transitioning from early childhood programs to elementary school through conducting meetings with the some of the local preschool center directors. All in-coming kindergarten students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing through the school's core program. Furthermore, the Florida Kindergarten Readiness Screener (FLKRS) is administered within the first 30 days of school. The FLKRS is made up of the Early Childhood Observation System (ECHOS). The ECHOS measures benchmarks in seven domains. It provides a

simple, uniform method for observing and measuring the progress of young readers. Another assessment tool utilized is the Acuscreen assessment which includes valuable data on cognitive development, perceptual-motor development, language development, and social development. This assessment is administered at the beginning of the year, mid-year and at the end of the year by observing and documenting specific developmental behaviors. It consists of 33 specific questions and additional notes made by the teacher of behaviors made during the observation which may not be included in the test questions. It is continuously used to measure progress and determine specific weaknesses. Additionally, the FLKRS assessment is administered to all kindergarten students to determine the effectiveness of the Pre-K program. Also, transition packets are distributed during Spring time. Orientation sessions are held at this time in order to prepare students and their parents as well as share expectations for the upcoming school year.

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

Dr. Rolando Espinosa K-8 Center hosts an annual Magnet Fair in November for the eighth grade students. Schools from all over Miami-Dade County set up booths and send representatives to discuss the various magnet programs offered at the high schools. Students are invited to tour the Fair, ask questions and acquire brochures with information on the different programs.

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

Articulation meetings are held for students in grades 5-8 in the Spring and course selection is done with the help and guidance of the school counselor and the social studies teachers. In addition, articulation with the local High School is done with the incoming ninth graders in the Spring after the Curriculum Fair visit. The counselors from the high school visit the eighth graders and discuss the subject selection process in detail to ensure each student's course of study is meaningful and right for them. The students also take a field trip to the high school where they receive a tour of the school.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	66%	No	75%
American Indian		0%		
Asian	94%	87%	Yes	95%
Black/African American	73%	0%	No	75%
Hispanic	72%	66%	No	75%
White	82%	71%	No	84%
English language learners	62%	49%	No	66%
Students with disabilities	44%	22%	No	50%
Economically disadvantaged	64%	61%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	306	27%	35%
Students scoring at or above Achievement Level 4	424	37%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		76%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		80%	82%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	271	46%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	212	36%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	166	28%	35%

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	194	49%	54%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

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	73%	66%	No	75%
American Indian		0%		
Asian	100%	93%	Yes	100%
Black/African American	58%	0%	No	63%
Hispanic	71%	66%	No	74%
White	80%	67%	No	82%
English language learners	67%	53%	No	70%
Students with disabilities	37%	27%	No	43%
Economically disadvantaged	64%	62%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	320	29%	37%
Students scoring at or above Achievement Level 4	372	34%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		64%	68%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		50%	55%
Middle school performance on high school EOC and industry certifications		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		3%
Students scoring at or above Achievement Level 4	29	97%	97%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		0%	0%
Students scoring at or above Achievement Level 4	11	100%	100%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	27%	31%
Students scoring at or above Achievement Level 4	34	19%	21%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	24%	28%
Students scoring at or above Achievement Level 4	46	23%	25%

Florida Alternate Assessment (FAA)

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

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)	36		46
Participation in STEM-related experiences provided for students	1140	69%	79%

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	95	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	29	3%	2%
Students who are not proficient in reading by third grade	86	47%	42%
Students who receive two or more behavior referrals	42	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	1%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	60	10%	9%
Students who fail an English Language Arts course	9	2%	1%
Students who fail two or more courses in any subject	13	2%	1%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

Provide opportunities for parents to engage in school related activities to increase parental involvement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the percent of parents who participated in parent engagement opportunities.	1298	79%	80%

Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading Test indicates that 66% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 8 percentage points to 75%.
- G2.** The results of the 2013 FCAT 2.0 Writing Test indicates that 49% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 5 percentage points to 54%.
- G3.** The results of the 2013 FCAT 2.0 Mathematics Test indicates that 66% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 9 percentage points to 75%.
- G4.** The results of the 2013 FCAT 2.0 Mathematics Test indicates that 50% of Middle school students participated in high school EOC. Our goal for the 2013-2014 school year is to increase student participation in EOC by 5 percentage points to 55%.
- G5.** The results of the 2013 Algebra EOC assessment indicate that 3% (1) of students scored Level 3 and 97% (29) scored Level 4-5. Our goal for the 2013-2014 school year is to maintain proficiency.
- G6.** The results of the 2013 FCAT 2.0 Science Test indicates that 27% of Grades 5 students scored L3; 19% scored L4-5. Our goal for the 2013-2014 school year is to increase by 4 percentage pts. students scoring L3; 2 percentage pts. student scoring L4-5.
- G7.** The results of the 2013 FCAT 2.0 Science Test indicates that 24% of Grades 8 students scored L3; 23% scored L4-5. Our goal for the 2013-2014 school year is to increase by 4 percentage pts. students scoring L3; 2 percentage pts. student scoring L4-5.
- G8.** Our goal for the 2013 – 2014 school year is to have 10% of the students in Grades K - 8 participate STEM-related experiences.
- G9.** EWS at our school include decreasing the number of students who missed 10% or more, decreasing students retained and those not proficient in reading by grade 3, decreasing students with 2 or more behavior referrals/one or more that lead to suspension.
- G10.** EWS at our Middle School include decreasing the number of students who missed 10% or more, decreasing students who are non-proficient in Mathematics, Language Arts, or two or more courses, and decreasing students with one or more behavior referrals.
- G11.** During the 2012-2013 school year, parent participation in school-wide activities was 79%. Our goal for the 2013-2014 school year is to increase parent participation by 1 percentage point, from 79% to 80%.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicates that 66% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 8 percentage points to 75%.

Targets Supported

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

Resources Available to Support the Goal

- Accelerated Reader
- Quick Reads
- Graphic Organizers
- Riverdeep
- SuccessMaker
- Time for Kids
- Reading Plus
- Imagine Learning
- Waterford
- Achieve 3000

Targeted Barriers to Achieving the Goal

- Students in the SWD, Hispanic and ELL subgroups' 2013 Reading FCAT performance data indicates that there is a deficiency in Reporting Category 1 - Vocabulary due to the lack of ability to identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.
- Students in the White and ED subgroups' 2013 Reading FCAT performance data indicates that there is a deficiency in Reporting Category 2- Reading Application. Students experience difficulties in determining the main idea or essential message in grade-level text; inferring, paraphrasing, summarizing, and identifying relevant details.
- Students' performance data for students scoring at Level 3 from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 1- Vocabulary in Grades 3, 4, 5, 6, and 7 due to the lack of ability to identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.
- Students' performance data for students scoring at Level 3 from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2 - Reading Application in Grade 8 due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- Students' performance data for students scoring at or above Level 4 from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Category 1- Vocabulary in Grades 3, 4, 5, 6, and 7. The students lack the ability to identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.
- Students' performance data for students scoring at or above Level 4 from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Category 2- Reading Application Grade 8 due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

- Students' performance data with students making learning gains from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category – 1 Vocabulary Grades 3, 4, 5, 6, and 7. The students lack the ability to identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.
- Students' performance data with students making learning gains from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2- Reading Application in Grade 8 due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- Students' performance data from the lowest 25% making learning gains from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category – 1 Vocabulary Grades 3, 4, 5, 6 and 7. The students lack the ability to identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.
- Students' performance data from the lowest 25% making learning gains from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2 Reading Application in Grade 8 due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- Students' performance data from the 2013 CELLA indicates that there is a deficiency in Listening/Speaking due to the lack of familiarity with the use of substitutions, expansion, paraphrasing, and repetition when utilizing Listening/Speaking skills.
- Students' performance data from the 2013 CELLA indicates that there is a deficiency in Reading due the lack of vocabulary development and fluency.
- The results of the 2013 CELLA Writing Test indicate that 28% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student's proficiency by 7 percentage point to 35%.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the MTSS/RtI team and administration will monitor data results from the District Interim Assessments and the 2014 FCAT 2.0 Reading Assessment and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI team and Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: District Interim Assessments Summative Assessment: FCAT 2.0 Reading Assessment

G2. The results of the 2013 FCAT 2.0 Writing Test indicates that 49% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 5 percentage points to 54%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Graphic Organizers
- Planning Sheets
- Anchor Sets
- Provide model sample of Expository and Narrative pieces to be used as a guide throughout writing mini lessons.

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative writing. Students experienced difficulty in organizing ideas, adding supporting details, using descriptive strategies when writing narratives.
- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in expository writing. Students experienced difficulty in organizing ideas and recording information by utilizing graphic organizers to make a plan focused on a main idea.

Plan to Monitor Progress Toward the Goal

Following the FCIM, the MTSS/Rtl team and administration will review District Interim Assessments and monitor students' progress in the identified areas of need.

Person or Persons Responsible

MTSS/Rtl team and Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Monthly writing prompts, Reading Plus reports, and District Interim Assessment
Summative Assessment: 2014 Writing FCAT 2.0

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 66% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 9 percentage points to 75%.

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

- Houghton Mifflin "Go Math" Mathematics Series
- Think Central
- SuccessMaker
- SmartBoard

Targeted Barriers to Achieving the Goal

- Students in the Hispanic, ELL, and SWD subgroups 2013 Mathematics FCAT 2.0 performance data indicates that students scoring at Achievement Level 3 demonstrated a deficiency in Reporting Category – Geometry and Measurement. Students experienced difficulty in the understanding of geometric and measurement concepts that promote the composing and decomposing of; describing, analyzing, comparing, classifying, and analyzing models that develop measurement concepts.
- Students in the White and ED subgroups 2013 Mathematics FCAT 2.0 performance data indicates that students scoring at Achievement Level 3 demonstrated a deficiency in Reporting Category – Number: Base Ten and Fractions. Students have difficulty with understanding fractions and fraction equivalence solving routine and non-routine problems.
- Students' performance data from the 2013 Mathematics FCAT 2.0 in Grades 3, 5, 7 and 8 scoring at Achievement Level 3 indicates that there is a deficiency in Reporting Category – Geometry and Measurement. Students experienced difficulty in the understanding of geometric and measurement concepts that promote the composing and decomposing of; describing, analyzing, comparing, classifying, and analyzing models that develop measurement concepts.
- Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 4 scoring at Achievement Level 3 indicates that there is a deficiency in Reporting Category – Number: Base Ten and Fractions. Students have difficulty with understanding fractions and fraction equivalence solving routine and non-routine problems.
- Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 6 scoring at Achievement Level 3 indicates that there is a deficiency in Reporting Category – Fractions, Ratios, Proportional Relationships, and Statistics. Students experienced difficulty with developing meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics.
- Students' performance data from the 2013 Mathematics FCAT 2.0 in Grades 3, 5, 7 and 8 scoring at Achievement Level 4 and above indicates that there is a deficiency in Reporting Category – Geometry and Measurement. Students experienced difficulty in the understanding of geometric and measurement concepts that promote the composing and decomposing of; describing, analyzing, comparing, classifying, and analyzing models that develop measurement concepts.
- Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 4 Achieving Level 4 and above indicates that there is a deficiency in Reporting Category – Number: Base Ten and

Fractions. Students have difficulty with understanding fractions and fraction equivalence solving routine and non-routine problems.

- Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 6 Achieving Level 4 and above indicates that there is a deficiency in Reporting Category – Fractions, Ratios, Proportional Relationships, and Statistics. Students experienced difficulty with developing meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics.
- Students' performance data from the 2013 Mathematics FCAT 2.0 in Grades 3, 5, 7 and 8 making learning gains indicates that there is a deficiency in Reporting Category – Geometry and Measurement. Students are in need of small group instruction in order to participate in hands-on learning activities that increase conceptual understanding of Geometry and Measurement.
- Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 4 making learning gains indicates that there is a deficiency in Reporting Category – Reporting Category – Number: Base Ten and Fractions. Students have difficulty with understanding fractions and fraction equivalence solving routine and non-routine problems.
- Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 6 making learning gains indicates that there is a deficiency in Reporting Category – Fractions, Ratios, Proportional Relationships, and Statistics. Students experienced difficulty with developing meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics.
- Students' performance data from the 2013 Mathematics FCAT 2.0 in Grades 3, 5, 7 and 8 in the Lowest 25% making learning gains, indicates that there is a deficiency in Reporting Category – Geometry and Measurement. Students experienced difficulty in the understanding of geometric and measurement concepts that promote the composing and decomposing of; describing, analyzing, comparing, classifying, and analyzing models that develop measurement concepts.
- Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 4 in the Lowest 25% making learning gains, indicates that there is a deficiency in Reporting Category – Number: Base Ten and Fractions. Students have difficulty with understanding fractions and fraction equivalence solving routine and non-routine problems.
- Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 6 in the Lowest 25% making learning gains, indicates that there is a deficiency in Reporting Category – Fractions, Ratios, Proportional Relationships, and Statistics. Students experienced difficulty with developing meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, MTSS/Rtl team and administration will review data from District Interim Assessments to determine that progress is being made.

Person or Persons Responsible

MTSS/Rtl team and Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: District Interim Assessments and SuccessMaker reports
Summative Assessment: 2014 FCAT 2.0 Assessments

G4. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 50% of Middle school students participated in high school EOC. Our goal for the 2013-2014 school year is to increase student participation in EOC by 5 percentage points to 55%.

Targets Supported

Resources Available to Support the Goal

- SuccessMaker

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 6 in Middle school participation in high school EOC and industry certifications indicates that there is a deficiency in Reporting Category – Fractions, Ratios, Proportional Relationships, and Statistics. Students experienced difficulty with developing the skills needed to solve real-world based problems.
- Students' performance data from the 2013 Mathematics FCAT 2.0 in Grades 7 and 8 in Middle school participation in high school EOC and industry certifications indicates that there is a deficiency in Reporting Category – Geometry and Measurement. Students experienced difficulty with spacial reasoning, standard unit measure and using scaled instruments.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, MTSS/Rtl team and administration will review data from District Interim Assessments to determine that progress is being made.

Person or Persons Responsible

MTSS/Rtl team and Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: District Interim Assessments and SuccessMaker reports
Summative Assessment: 2014 FCAT 2.0 Assessments

G5. The results of the 2013 Algebra EOC assessment indicate that 3% (1) of students scored Level 3 and 97% (29) scored Level 4-5. Our goal for the 2013-2014 school year is to maintain proficiency.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- SuccessMaker

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 Mathematics FCAT 2.0 Algebra I End-of-Course Assessment at Achievement Level 3 indicates that there is a deficiency in Reporting Category: Functions, Linear Equations, and Inequalities. Students experienced difficulty with mathematical fluency and problem solving proficiency in the areas of equations, inequalities, and systems of linear equations.
- Students' performance data from the 2013 Mathematics FCAT 2.0 Algebra I End-of-Course Assessment scoring at or above Achievement Level 4 indicates that there is a deficiency in Reporting Category: Functions, Linear Equations, and Inequalities. Students experienced difficulty with mathematical fluency and problem solving proficiency in the areas of equations, inequalities, and systems of linear equations.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, MTSS/Rtl team and administration will review data from District Interim Assessments to determine that progress is being made.

Person or Persons Responsible

MTSS/Rtl team and Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: District Interim Assessments and SuccessMaker reports
Summative Assessment: 2014 FCAT 2.0 Assessments

G6. The results of the 2013 FCAT 2.0 Science Test indicates that 27% of Grades 5 students scored L3;19% scored L4-5. Our goal for the 2013-2014 school year is to increase by 4 percentage pts. students scoring L3; 2 percentage pts. student scoring L4-5.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Discovery Education
- GIZMOS

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 Science FCAT 2.0 indicates that students scoring at Achievement Level 3 in Grade 5 demonstrated a deficiency in Reporting Category: Nature of Science. Students experienced difficulty with utilizing critical thinking skills through inquiry based learning.
- Students' performance data from the 2013 Science FCAT 2.0 indicates that students scoring at or above Achievement Level 4 in Grade 5 demonstrated a deficiency in Reporting Category: Nature of Science. Students experienced difficulty with utilizing critical thinking skills through inquiry based learning.

Plan to Monitor Progress Toward the Goal

Utilizing The FCIM, MTSS/RtI Team will analyze data from District Interim Assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessment: 2014 Science FCAT 2.0

G7. The results of the 2013 FCAT 2.0 Science Test indicates that 24% of Grades 8 students scored L3; 23% scored L4-5. Our goal for the 2013-2014 school year is to increase by 4 percentage pts. students scoring L3; 2 percentage pts. student scoring L4-5.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Discovery Education
- GIZMOS

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 Science FCAT 2.0 indicates that students scoring at Achievement Level 3 in Grade 8 demonstrated a deficiency in Reporting Category: Physical Science. Students experienced difficulty with utilizing critical thinking skills through inquiry based learning.
- Students' performance data from the 2013 Science FCAT 2.0 indicates that students scoring at or above Achievement Level 4 in Grade 8 demonstrated a deficiency in Reporting Category: Physical Science. Students experienced difficulty with utilizing critical thinking skills through inquiry based learning.

Plan to Monitor Progress Toward the Goal

Utilizing The FCIM, MTSS/RtI Team will analyze data from District Interim Assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessment: 2014 Science FCAT 2.0

G8. Our goal for the 2013 – 2014 school year is to have 10% of the students in Grades K - 8 participate STEM-related experiences.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Explore Learning GIZMOS
- Destination Learning Management (Logal Science)
- Florida Achieve FOCUS
- Learning Village online programs: Science Builder e-Campus FCAT Explorer
- SuccessMaker

Targeted Barriers to Achieving the Goal

- Students are not exposed to enough enrichment activities targeting the correlation between Science, Technology, Engineering, and Mathematics (STEM).

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Science Liaison and administration will look for increased participation in STEM-related field trips and competitions.

Person or Persons Responsible

Science Liaison and Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessment and student authentic work
Summative Assessment: 2014 Science FCAT 2.0

G9. EWS at our school include decreasing the number of students who missed 10% or more, decreasing students retained and those not proficient in reading by grade 3, decreasing students with 2 or more behavior referrals/one or more that lead to suspension.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Behavior Contracts
- School-Based Alternative to Suspension Plan

Targeted Barriers to Achieving the Goal

- Students who miss 10% or more of available instructional time.
- Students retained and students who are not proficient in reading by grade 3.
- Students with 2 or more behavior referrals/one or more that lead to suspension.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the MTSS/Rtl team, Attendance Review Committee and administration will monitor attendance, students retained, students not proficient in reading by grade 3, students with 2 or more behavioral referrals/one or more that lead to suspension and provide interventions as necessary.

Person or Persons Responsible

Attendance Review Committee, MTSS/Rtl team and Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: District Interim Assessments, Attendance Review Committee reports and COGNOS for Behavior and Academic Referrals. Summative Assessment: 2014 FCAT 2.0 Assessment Results, Attendance reports, Behavioral and Academic Reports

G10. EWS at our Middle School include decreasing the number of students who missed 10% or more, decreasing students who are non-proficient in Mathematics, Language Arts, or two or more courses, and decreasing students with one or more behavior referrals.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Behavior Contracts
- School-Based Alternative to Suspension Plan

Targeted Barriers to Achieving the Goal

- Students who missed 10% or more of available instructional time.
- Students who are non-proficient in Mathematics, Language Arts, or two or more courses.
- Student behavioral referrals and or behavioral referrals leading to suspension.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Attendance Review Committee, MTSS/Rtl team and administration will monitor attendance, the number of students who are non-proficient in a Mathematics course, Language Arts course, or two or more courses, students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension and provide interventions as necessary.

Person or Persons Responsible

Attendance Review Committee, MTSS/Rtl team and Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: District Interim Assessments, Attendance Review Committee reports and COGNOS for Behavior and Academic Referrals. Summative Assessment: 2014 FCAT 2.0 Assessment Results, Attendance reports, Behavioral and Academic Reports

G11. During the 2012-2013 school year, parent participation in school-wide activities was 79%. Our goal for the 2013-2014 school year is to increase parent participation by 1 percentage point, from 79% to 80%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Connect-Ed
- Parent Academy Workshops
- PTA
- Monthly Calendar
- School Website

Targeted Barriers to Achieving the Goal

- Failure of students to give notices or flyers to parents in a timely manner, as well as our current demographics which includes many families new to the United States who are not familiar with our educational system and the activities offered.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, administration will maintain a binder with data regarding parent participation and parent engagements offered throughout the school year.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: Sign-in Sheets Summative Assessment: Parent Academy Sign-in Sheets and ConnectEd logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading Test indicates that 66% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 8 percentage points to 75%.

G1.B1 Students in the SWD, Hispanic and ELL subgroups' 2013 Reading FCAT performance data indicates that there is a deficiency in Reporting Category 1 - Vocabulary due to the lack of ability to identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.

G1.B1.S1 Provide opportunities for students to utilize instructional strategies such as vocabulary word maps, word walls, and reading from a wide variety of texts.

Action Step 1

Provide opportunities for students to utilize instructional strategies such as vocabulary word maps, word walls, and reading from a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SuccessMaker reports, Reading Plus reports, District Interim Assessments, and student work samples

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

The LLT will monitor the implementation of identified strategies. Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

SuccessMaker reports, Reading Plus reports, District Interim Assessment, and Student work samples

Plan to Monitor Effectiveness of G1.B1.S1

The LLT will monitor the implementation of identified strategies. Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

SuccessMaker reports, Reading Plus reports, District Interim Assessment, and Student work samples

G1.B2 Students in the White and ED subgroups' 2013 Reading FCAT performance data indicates that there is a deficiency in Reporting Category 2- Reading Application. Students experience difficulties in determining the main idea or essential message in grade-level text; inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B2.S1 Provide opportunities for students to utilize Reciprocal Teaching, Think Alouds, and Think/Pair/Share strategies during whole/small group instruction utilizing grade-level appropriate texts including identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining/explaining and recognizing the author's perspective in text.

Action Step 1

Provide opportunities for students to utilize Reciprocal Teaching, Think Alouds, and Think/Pair/Share strategies during whole/small group instruction utilizing grade-level appropriate texts including identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining/explaining and recognizing the author's perspective in text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments and Classroom Assessments

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

Utilizing The FCIM, the LLT will monitor bi-weekly classroom assessments focusing on students' ability to make connections within and across texts.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Assessment and Classroom Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing The FCIM, the LLT will monitor bi-weekly classroom assessments focusing on students' ability to make connections within and across texts.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Assessment and Classroom Assessments

G1.B3 Students' performance data for students scoring at Level 3 from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 1- Vocabulary in Grades 3, 4, 5, 6, and 7 due to the lack of ability to identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.

G1.B3.S1 Utilize the Accelerated Reader program to motivate students and encourage independent reading.

Action Step 1

Utilize the Accelerated Reader program to motivate students and encourage independent reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Accelerated Reader reports

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

Utilizing The FCIM, the LLT will monitor the Accelerated Reader program to ensure effectiveness, fidelity of program delivery, and usage.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Accelerated Reader reports

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing The FCIM, the LLT will monitor the Accelerated Reader program to ensure effectiveness, fidelity of program delivery, and usage.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Accelerated Reader reports

G1.B4 Students' performance data for students scoring at Level 3 from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2 - Reading Application in Grade 8 due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B4.S1 Provide opportunities for students to utilize Reciprocal Teaching, Think Alouds, and Think/Pair/Share strategies during whole/small group instruction utilizing grade-level appropriate texts including identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining/explaining and recognizing the author's perspective in text.

Action Step 1

Provide opportunities for students to utilize Reciprocal Teaching, Think Alouds, and Think/Pair/Share strategies during whole/small group instruction utilizing grade-level appropriate texts including identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining/explaining and recognizing the author's perspective in text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessment and Classroom Assessments

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

Utilizing the FCIM, the LLT will monitor bi-weekly assessment data in order to monitor students' progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Assessment and Classroom Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, the LLT will monitor bi-weekly assessment data in order to monitor students' progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Assessment and Classroom Assessments

G1.B5 Students' performance data for students scoring at or above Level 4 from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Category 1- Vocabulary in Grades 3, 4, 5, 6, and 7. The students lack the ability to identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.

G1.B5.S1 Provide opportunities for students to practice the use of concept maps to help build general knowledge of word meanings and relationships, the study of synonyms and antonyms, and recognizing examples and non-examples of word relationships.

Action Step 1

Provide opportunities for students to practice the use of concept maps to help build general knowledge of word meanings and relationships, the study of synonyms and antonyms, and recognizing examples and non-examples of word relationships.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SuccessMaker reports, District Interim Assessments, and Classroom Assessments

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

Utilizing the FCIM, the LLT will monitor bi-weekly assessment data in order to monitor students' progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

SuccessMaker reports, District Interim Assessments, and Classroom Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, the LLT will monitor bi-weekly assessment data in order to monitor students' progress and to adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

SuccessMaker reports, District Interim Assessments, and Classroom Assessments

G1.B6 Students' performance data for students scoring at or above Level 4 from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Category 2- Reading Application Grade 8 due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B6.S1 Provide opportunities for students to utilize how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information.

Action Step 1

Provide opportunities for students to utilize how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments and Classroom Assessments

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

Utilizing The FCIM, the LLT will monitor monthly classroom assessments focusing on students' ability to make connections within and across texts.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessment and Classroom Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing The FCIM, the LLT will monitor monthly classroom assessments focusing on students' ability to make connections within and across texts.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments and Classroom Assessments

G1.B7 Students' performance data with students making learning gains from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category – 1 Vocabulary Grades 3, 4, 5, 6, and 7. The students lack the ability to identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.

G1.B7.S1 Provide opportunities for strategic instruction with a focus on the use of word banks, reading response journals, phonics kits and reciprocal teaching in order to prepare students to utilize provided resources.

Action Step 1

Provide opportunities for strategic instruction with a focus on the use of word banks, reading response journals, phonics kits and reciprocal teaching in order to prepare students to utilize provided resources.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SuccessMaker reports, Reading Plus reports, and District Interim Assessment

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

Utilizing The FCIM, the LLT will schedule bi-weekly reviews of SuccessMaker and Reading Plus reports along with monthly assessment data in order to monitor effectiveness and fidelity of program delivery and usage.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

SuccessMaker reports, Reading Plus reports, and District Interim Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Utilizing The FCIM, the LLT will schedule bi-weekly reviews of SuccessMaker and Reading Plus reports along with monthly assessment data in order to monitor effectiveness and fidelity of program delivery and usage.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

SuccessMaker reports, Reading Plus reports, and District Interim Assessments

G1.B8 Students' performance data with students making learning gains from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2- Reading Application in Grade 8 due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B8.S1 Provide opportunities for students to utilize Reciprocal Teaching, Think Alouds, and Think/Pair/Share strategies during whole/small group instruction utilizing grade-level appropriate texts including identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining/explaining and recognizing the author's perspective in text.

Action Step 1

Provide opportunities for students to utilize Reciprocal Teaching, Think Alouds, and Think/Pair/Share strategies during whole/small group instruction utilizing grade-level appropriate texts including identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining/explaining and recognizing the author's perspective in text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments and Classroom Assessments

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

Utilizing The FCIM, the LLT will monitor bi-weekly classroom assessments focusing on students' ability to make connections within and across texts.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Assessment and Classroom Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Utilizing The FCIM, the LLT will monitor bi-weekly classroom assessments focusing on students' ability to make connections within and across texts.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Assessment and Classroom Assessments

G1.B9 Students' performance data from the lowest 25% making learning gains from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category – 1 Vocabulary Grades 3, 4, 5, 6 and 7. The students lack the ability to identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.

G1.B9.S1 Provide opportunities for students to practice the use of prefixes, suffixes, root words, synonyms, and antonyms. Instructional strategies will include vocabulary word maps, word walls, and reading from a wide variety of texts.

Action Step 1

Provide opportunities for students to practice the use of prefixes, suffixes, root words, synonyms, and antonyms. Instructional strategies will include vocabulary word maps, word walls, and reading from a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SuccessMaker reports, Reading Plus reports, and District Interim Assessments

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

Utilizing The FCIM, the LLT will review SuccessMaker and Reading Plus reports, bi-weekly along with monthly assessment data in order to monitor effectiveness and fidelity of program delivery and usage.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

SuccessMaker reports, Reading Plus reports, District Interim Assessments and Classroom Assessments

Plan to Monitor Effectiveness of G1.B9.S1

Utilizing The FCIM, the LLT will review SuccessMaker and Reading Plus reports, bi-weekly along with monthly assessment data in order to monitor effectiveness and fidelity of program delivery and usage.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly SuccessMaker reports, Reading Plus reports, and District Interim Assessment

G1.B10 Students' performance data from the lowest 25% making learning gains from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2 Reading Application in Grade 8 due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B10.S1 Provide opportunities for students to determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

Action Step 1

Provide opportunities for students to determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessment and Classroom Assessments

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

Utilizing The FCIM, the LLT will monitor bi-weekly classroom assessments focusing on students' ability to make connections within and across texts.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Assessment and Classroom Assessments

Plan to Monitor Effectiveness of G1.B10.S1

Utilizing The FCIM, the LLT will monitor bi-weekly classroom assessments focusing on students' ability to make connections within and across texts.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Assessment and Classroom Assessments

G1.B11 Students 'performance data from the 2013 CELLA indicates that there is a deficiency in Listening/ Speaking due to the lack of familiarity with the use of substitutions, expansion, paraphrasing, and repetition when utilizing Listening/Speaking skills.

G1.B11.S1 During instruction, students will be provided with opportunities to listen and to Read Alouds, and Think Alouds and to participate in Reader's Theater.

Action Step 1

During instruction, students will be provided with opportunities to listen and to Read Alouds, and Think Alouds and to participate in Reader's Theater.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data reports, Waterford, Imagine Learning, Achieve 3000 and Cumulative Gains Reports

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Utilizing the FCIM, the LLT will monitor the implementation of identified strategies and review progress of assessment data reports.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment data reports, Waterford, Imagine Learning, Achieve 3000 and Cumulative Gains Reports

Plan to Monitor Effectiveness of G1.B11.S1

Utilizing the FCIM, the LLT will monitor the implementation of identified strategies and review progress of assessment data reports.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment data reports, Waterford, Imagine Learning, Achieve 3000 and Cumulative Gains Reports

G1.B12 Students 'performance data from the 2013 CELLA indicates that there is a deficiency in Reading due the lack of vocabulary development and fluency.

G1.B12.S1 Provide opportunities for students to participate in differentiated instruction activities that will address individual student needs along with the use of Reciprocal Teaching strategies.

Action Step 1

Provide opportunities for students to participate in differentiated instruction activities that will address individual student needs along with the use of Reciprocal Teaching strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data reports, Waterford, Imagine Learning, Achieve 3000 and Cumulative Gains Reports

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Utilizing the FCIM, the LLT and administration will monitor the implementation of identified strategies and review progress of assessment data reports.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment data reports, Waterford, Imagine Learning, Achieve 3000 and Cumulative Gains Reports.

Plan to Monitor Effectiveness of G1.B12.S1

Utilizing the FCIM, the LLT and administration will monitor the implementation of identified strategies and review progress of assessment data reports.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment data reports, Waterford, Imagine Learning, Achieve 3000 and Cumulative Gains Reports.

G1.B13 The results of the 2013 CELLA Writing Test indicate that 28% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student's proficiency by 7 percentage point to 35%.

G1.B13.S1 Provide opportunities for students to utilize graphic organizers and Reading Response logs during whole/small group instruction.

Action Step 1

Provide opportunities for students to utilize graphic organizers and Reading Response logs during whole/small group instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data Reports, Waterford, Imagine Learning, Achieve 3000 and Cumulative Gains Reports.

Plan to Monitor Fidelity of Implementation of G1.B13.S1

Utilizing the FCIM, the LLT and administration will monitor the implementation of identified strategies and review progress of assessment data reports.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment data reports, Waterford, Imagine Learning, Achieve 3000 and Cumulative Gains Reports

Plan to Monitor Effectiveness of G1.B13.S1

Utilizing the FCIM, the LLT and administration will monitor the implementation of identified strategies and review progress of assessment data reports.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment data reports, Waterford, Imagine Learning, Achieve 3000 and Cumulative Gains Reports.

G2. The results of the 2013 FCAT 2.0 Writing Test indicates that 49% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 5 percentage points to 54%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative writing. Students experienced difficulty in organizing ideas, adding supporting details, using descriptive strategies when writing narratives.

G2.B1.S1 During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

Action Step 1

During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing prompts, Reading Plus reports, and District Interim Assessment

Facilitator:

Reading and Writing Liaison

Participants:

Teachers

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

Following the FCIM, writing prompts will be scored by teachers and reviewed by the Writing Liaison in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Writing Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing prompts, Reading Plus reports, and District Interim Assessments

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM, writing prompts will be scored by teachers and reviewed by the Writing Liaison in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Writing Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing prompts, Reading Plus reports, and District Interim Assessments

G2.B2 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in expository writing. Students experienced difficulty in organizing ideas and recording information by utilizing graphic organizers to make a plan focused on a main idea.

G2.B2.S1 Provide students opportunities to record information (lists, logs, rules, procedures, and labels) by utilizing graphic organizers/strategies to make a plan focused on a main idea.

Action Step 1

Provide students opportunities to record information (lists, logs, rules, procedures, and labels) by utilizing graphic organizers/strategies to make a plan focused on a main idea.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing prompts, Reading Plus reports, and District Interim Assessments

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

Following the FCIM, writing prompts will be scored by teachers and reviewed by the Writing Liaison in order to monitor students' progress in the identified areas of need.

Person or Persons Responsible

Writing Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing prompts, Reading Plus reports, and District Interim Assessments

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM, writing prompts will be scored by teachers and reviewed by the Writing Liaison in order to monitor students' progress in the identified areas of need.

Person or Persons Responsible

Writing Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing prompts, Reading Plus reports, and District Interim Assessment

G3. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 66% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 9 percentage points to 75%.

G3.B1 Students in the Hispanic, ELL, and SWD subgroups 2013 Mathematics FCAT 2.0 performance data indicates that students scoring at Achievement Level 3 demonstrated a deficiency in Reporting Category – Geometry and Measurement. Students experienced difficulty in the understanding of geometric and measurement concepts that promote the composing and decomposing of; describing, analyzing, comparing, classifying, and analyzing models that develop measurement concepts.

G3.B1.S1 During differentiated instruction, students will be provided with opportunities to further develop their skills by receiving instruction in teacher led center to address the identified deficiency.

Action Step 1

During differentiated instruction, students will be provided with opportunities to further develop their skills by receiving instruction in teacher led center to address the identified deficiency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SuccessMaker reports, District Interim Assessments, and authentic student work.

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

Utilizing the FCIM, the Math Liaison and administration will review data from the bi-weekly benchmark assessments to determine that progress is being made.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

SuccessMaker reports, District Interim Assessments, and authentic student work.

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM, the Math Liaison and administration will review data from the bi-weekly benchmark assessments to determine that progress is being made.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

SuccessMaker reports, District Interim Assessments, and authentic student work.

G3.B2 Students in the White and ED subgroups 2013 Mathematics FCAT 2.0 performance data indicates that students scoring at Achievement Level 3 demonstrated a deficiency in Reporting Category – Number: Base Ten and Fractions. Students have difficulty with understanding fractions and fraction equivalence solving routine and non-routine problems.

G3.B2.S1 Provide opportunities for students to participate in activities that develop understandings of multiplication and division, related division facts, fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand and how to solve non-routine problems.

Action Step 1

Provide opportunities for students to participate in activities that develop understandings of multiplication and division, related division facts, fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand and how to solve non-routine problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

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

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

Plan to Monitor Effectiveness of G3.B2.S1

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

G3.B2.S2 Provide opportunities for students to participate in Saturday School.

Action Step 1

Provide opportunities for students to participate in Saturday School.

Person or Persons Responsible

Administration

Target Dates or Schedule

Saturdays

Evidence of Completion

Attendance rosters

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Learning modules will be utilized to provide additional instruction on various mathematical concepts.

Person or Persons Responsible

Administration

Target Dates or Schedule

Saturdays

Evidence of Completion

Attendance rosters

Plan to Monitor Effectiveness of G3.B2.S2

Administration will monitor progress being made during Saturday School.

Person or Persons Responsible

Administration

Target Dates or Schedule

Saturdays

Evidence of Completion

Attendance rosters and completion of learning modules.

G3.B3 Students' performance data from the 2013 Mathematics FCAT 2.0 in Grades 3, 5, 7 and 8 scoring at Achievement Level 3 indicates that there is a deficiency in Reporting Category – Geometry and Measurement. Students experienced difficulty in the understanding of geometric and measurement concepts that promote the composing and decomposing of; describing, analyzing, comparing, classifying, and analyzing models that develop measurement concepts.

G3.B3.S1 Provide opportunities for students to explore geometric and measurement concepts utilizing manipulatives and engaging in grade-level appropriate activities that include the practice of composing and decomposing of, describing, analyzing, comparing, classifying, and analyzing models that develop geometric and measurement concepts and skills through experiences in a real-world context.

Action Step 1

Provide opportunities for students to explore geometric and measurement concepts utilizing manipulatives and engaging in grade-level appropriate activities that include the practice of composing and decomposing of, describing, analyzing, comparing, classifying, and analyzing models that develop geometric and measurement concepts and skills through experiences in a real-world context.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

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

Utilizing The FCIM, The Math Liaison and administration team will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Interim Assessments and SuccessMaker reports.

Plan to Monitor Effectiveness of G3.B3.S1

Utilizing The FCIM, The Math Liaison and administration will review District Interim Assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interim Assessments and SuccessMaker reports.

G3.B4 Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 4 scoring at Achievement Level 3 indicates that there is a deficiency in Reporting Category – Number: Base Ten and Fractions. Students have difficulty with understanding fractions and fraction equivalence solving routine and non-routine problems.

G3.B4.S1 Provide opportunities for students to relate equivalent fractions and decimals with and without models and estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations.

Action Step 1

Provide opportunities for students to relate equivalent fractions and decimals with and without models and estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Evidence of Completion

Action Step 2

Provide opportunities for students to relate equivalent fractions and decimals with and without models and estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

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

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

Plan to Monitor Effectiveness of G3.B4.S1

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

G3.B5 Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 6 scoring at Achievement Level 3 indicates that there is a deficiency in Reporting Category – Fractions, Ratios, Proportional Relationships, and Statistics. Students experienced difficulty with developing meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics.

G3.B5.S1 Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom.

Action Step 1

Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, District Interim Assessments, and SuccessMaker reports.

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

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, District Interim Assessments, and SuccessMaker reports.

Plan to Monitor Effectiveness of G3.B5.S1

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, District Interim Assessments, and SuccessMaker reports.

G3.B6 Students' performance data from the 2013 Mathematics FCAT 2.0 in Grades 3, 5, 7 and 8 scoring at Achievement Level 4 and above indicates that there is a deficiency in Reporting Category – Geometry and Measurement. Students experienced difficulty in the understanding of geometric and measurement concepts that promote the composing and decomposing of; describing, analyzing, comparing, classifying, and analyzing models that develop measurement concepts.

G3.B6.S1 Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry concepts and conversions in measurement systems during whole/small group instruction.

Action Step 1

Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry concepts and conversions in measurement systems during whole/small group instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

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

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

Plan to Monitor Effectiveness of G3.B6.S1

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

G3.B7 Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 4 Achieving Level 4 and above indicates that there is a deficiency in Reporting Category – Number: Base Ten and Fractions. Students have difficulty with understanding fractions and fraction equivalence solving routine and non-routine problems.

G3.B7.S1 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of Base Ten and Fractions.

Action Step 1

Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of Base Ten and Fractions.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly classroom assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

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

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly classroom assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

Plan to Monitor Effectiveness of G3.B7.S1

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly classroom assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

G3.B8 Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 6 Achieving Level 4 and above indicates that there is a deficiency in Reporting Category – Fractions, Ratios, Proportional Relationships, and Statistics. Students experienced difficulty with developing meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics.

G3.B8.S1 Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Action Step 1

Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, District Interim Assessments, and SuccessMaker reports.

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

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, District Interim Assessments, and SuccessMaker reports.

Plan to Monitor Effectiveness of G3.B8.S1

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, District Interim Assessments, and SuccessMaker reports.

G3.B9 Students' performance data from the 2013 Mathematics FCAT 2.0 in Grades 3, 5, 7 and 8 making learning gains indicates that there is a deficiency in Reporting Category – Geometry and Measurement. Students are in need of small group instruction in order to participate in hands-on learning activities that increase conceptual understanding of Geometry and Measurement.

G3.B9.S1 Provide opportunities to support mathematical fluency and problem solving skills in the areas of properties of two-dimensional shapes, perimeter, and measurement by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Provide opportunities to support mathematical fluency and problem solving skills in the areas of properties of two-dimensional shapes, perimeter, and measurement by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, SuccessMaker reports, and District Interim Assessments

Plan to Monitor Fidelity of Implementation of G3.B9.S1

Utilizing The FCIM, the Math Liaison and administration will analyze data from bi-weekly assessments to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, SuccessMaker reports, and District Interim Assessments

Plan to Monitor Effectiveness of G3.B9.S1

Utilizing The FCIM, the Math Liaison and administration will analyze data from bi-weekly assessments to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, SuccessMaker reports, and District Interim Assessments

G3.B10 Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 4 making learning gains indicates that there is a deficiency in Reporting Category – Reporting Category – Number: Base Ten and Fractions. Students have difficulty with understanding fractions and fraction equivalence solving routine and non-routine problems.

G3.B10.S1 Support mathematical fluency and problem solving skills in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Support mathematical fluency and problem solving skills in the areas of relating decimals, fractions, and percents; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

Plan to Monitor Fidelity of Implementation of G3.B10.S1

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly classroom assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

Plan to Monitor Effectiveness of G3.B10.S1

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

G3.B11 Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 6 making learning gains indicates that there is a deficiency in Reporting Category – Fractions, Ratios, Proportional Relationships, and Statistics. Students experienced difficulty with developing meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics.

G3.B11.S1 Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on fractions, ratios, proportional relationships, and statistics.

Action Step 1

Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities on fractions, ratios, proportional relationships, and statistics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

Plan to Monitor Fidelity of Implementation of G3.B11.S1

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

Plan to Monitor Effectiveness of G3.B11.S1

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

G3.B12 Students' performance data from the 2013 Mathematics FCAT 2.0 in Grades 3, 5, 7 and 8 in the Lowest 25% making learning gains, indicates that there is a deficiency in Reporting Category – Geometry and Measurement. Students experienced difficulty in the understanding of geometric and measurement concepts that promote the composing and decomposing of; describing, analyzing, comparing, classifying, and analyzing models that develop measurement concepts.

G3.B12.S1 Provide opportunities for students to participate in hands-on learning activities that increase conceptual understanding of Geometry and Measurement during small group instruction.

Action Step 1

Provide opportunities for students to participate in hands-on learning activities that increase conceptual understanding of Geometry and Measurement during small group instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, SuccessMaker reports, and District Interim Assessments

Plan to Monitor Fidelity of Implementation of G3.B12.S1

Utilizing The FCIM, the Math Liaison and administration will analyze data from bi-weekly assessments to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, SuccessMaker reports, and District Interim Assessments

Plan to Monitor Effectiveness of G3.B12.S1

Utilizing The FCIM, the Math Liaison and administration will analyze data from bi-weekly assessments to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, SuccessMaker reports, and District Interim Assessments

G3.B13 Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 4 in the Lowest 25% making learning gains, indicates that there is a deficiency in Reporting Category – Number: Base Ten and Fractions. Students have difficulty with understanding fractions and fraction equivalence solving routine and non-routine problems.

G3.B13.S1 Provide opportunities for students to compare and order commonly used fractions, identify an equivalent fraction when the given fraction is in simplest form and relate halves and fourths to percents and percents to halves or fourths during small group instruction.

Action Step 1

Provide opportunities for students to compare and order commonly used fractions, identify an equivalent fraction when the given fraction is in simplest form and relate halves and fourths to percents and percents to halves or fourths during small group instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

Plan to Monitor Fidelity of Implementation of G3.B13.S1

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

Plan to Monitor Effectiveness of G3.B13.S1

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, District Interim Assessments, student authentic work, and SuccessMaker reports.

G3.B14 Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 6 in the Lowest 25% making learning gains, indicates that there is a deficiency in Reporting Category – Fractions, Ratios, Proportional Relationships, and Statistics. Students experienced difficulty with developing meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics.

G3.B14.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of fractions, ratios, proportional relationships, and statistics.

Action Step 1

Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of fractions, ratios, proportional relationships, and statistics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, District Interim Assessments, and SuccessMaker reports.

Plan to Monitor Fidelity of Implementation of G3.B14.S1

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, District Interim Assessments, and SuccessMaker reports.

Plan to Monitor Effectiveness of G3.B14.S1

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Assessments, District Interim Assessments, and SuccessMaker reports.

G4. The results of the 2013 FCAT 2.0 Mathematics Test indicates that 50% of Middle school students participated in high school EOC. Our goal for the 2013-2014 school year is to increase student participation in EOC by 5 percentage points to 55%.

G4.B1 Students' performance data from the 2013 Mathematics FCAT 2.0 in Grade 6 in Middle school participation in high school EOC and industry certifications indicates that there is a deficiency in Reporting Category – Fractions, Ratios, Proportional Relationships, and Statistics. Students experienced difficulty with developing the skills needed to solve real-world based problems.

G4.B1.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of fractions, ratios, proportional relationships, and statistics.

Action Step 1

Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of fractions, ratios, proportional relationships, and statistics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly assessments, SuccessMaker reports, and District Interim Assessments

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

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly assessments, SuccessMaker reports, and District Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Utilizing The FCIM, The Math Liaison and administration will review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly assessments, SuccessMaker reports, and District Interim Assessments

G4.B2 Students' performance data from the 2013 Mathematics FCAT 2.0 in Grades 7 and 8 in Middle school participation in high school EOC and industry certifications indicates that there is a deficiency in Reporting Category – Geometry and Measurement. Students experienced difficulty with spatial reasoning, standard unit measure and using scaled instruments.

G4.B2.S1 Support mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Support mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly Assessments, SuccessMaker reports, and District Interim Assessment

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

Utilizing The FCIM, the Math Liaison and administration will analyze data from bi-weekly assessments to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly Assessments, SuccessMaker reports, and District Interim Assessment

Plan to Monitor Effectiveness of G4.B2.S1

Utilizing The FCIM, the Math Liaison and administration will analyze data from bi-weekly assessments to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Math Liaison and administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly Assessments, SuccessMaker reports, and District Interim Assessment

G5. The results of the 2013 Algebra EOC assessment indicate that 3% (1) of students scored Level 3 and 97% (29) scored Level 4-5. Our goal for the 2013-2014 school year is to maintain proficiency.

G5.B1 Students' performance data from the 2013 Mathematics FCAT 2.0 Algebra I End-of-Course Assessment at Achievement Level 3 indicates that there is a deficiency in Reporting Category: Functions, Linear Equations, and Inequalities. Students experienced difficulty with mathematical fluency and problem solving proficiency in the areas of equations, inequalities, and systems of linear equations.

G5.B1.S1 Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

Action Step 1

Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly Assessments, SuccessMaker reports, and District Interim Assessment

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

Utilizing The FCIM, the Math Liaison and administration will analyze data from bi-weekly assessments to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly Assessments, SuccessMaker reports, and District Interim Assessment

Plan to Monitor Effectiveness of G5.B1.S1

Utilizing The FCIM, the Math Liaison and administration will analyze data from bi-weekly assessments to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly Assessments, SuccessMaker reports, and District Interim Assessment

G5.B2 Students' performance data from the 2013 Mathematics FCAT 2.0 Algebra I End-of-Course Assessment scoring at or above Achievement Level 4 indicates that there is a deficiency in Reporting Category: Functions, Linear Equations, and Inequalities. Students experienced difficulty with mathematical fluency and problem solving proficiency in the areas of equations, inequalities, and systems of linear equations.

G5.B2.S1 Provide students with enrichment opportunities to explore and apply the use of a system of equations in real-world problems.

Action Step 1

Provide students with enrichment opportunities to explore and apply the use of a system of equations in real-world problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly Assessments, SuccessMaker reports, and District Interim Assessments

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

Utilizing The FCIM, the Math Liaison and administration will analyze data from bi-weekly assessments to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly Assessments, SuccessMaker reports, and District Interim Assessments

Plan to Monitor Effectiveness of G5.B2.S1

Utilizing The FCIM, the Math Liaison and administration will analyze data from bi-weekly assessments to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Math Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly Assessments, SuccessMaker reports, and District Interim Assessments

G6. The results of the 2013 FCAT 2.0 Science Test indicates that 27% of Grades 5 students scored L3;19% scored L4-5. Our goal for the 2013-2014 school year is to increase by 4 percentage pts. students scoring L3; 2 percentage pts. student scoring L4-5.

G6.B1 Students' performance data from the 2013 Science FCAT 2.0 indicates that students scoring at Achievement Level 3 in Grade 5 demonstrated a deficiency in Reporting Category: Nature of Science. Students experienced difficulty with utilizing critical thinking skills through inquiry based learning.

G6.B1.S1 Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic during cooperative groups

Action Step 1

Teachers will Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic during cooperative groups.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly Assessments, authentic student work samples, and District Interim Assessment

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

Utilizing The FCIM, the Science Liaison and administration will analyze data bi-weekly to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Science Liaison and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Bi-weekly Assessments, authentic student work samples, and District Interim Assessment

Plan to Monitor Effectiveness of G6.B1.S1

Utilizing The FCIM, the Science Liaison and administration will analyze data from bi-weekly assessments to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Science Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly Assessments, authentic student work samples, and District Interim Assessment

G7. The results of the 2013 FCAT 2.0 Science Test indicates that 24% of Grades 8 students scored L3; 23% scored L4-5. Our goal for the 2013-2014 school year is to increase by 4 percentage pts. students scoring L3; 2 percentage pts. student scoring L4-5.

G7.B1 Students' performance data from the 2013 Science FCAT 2.0 indicates that students scoring at Achievement Level 3 in Grade 8 demonstrated a deficiency in Reporting Category: Physical Science. Students experienced difficulty with utilizing critical thinking skills through inquiry based learning.

G7.B1.S1 Provide opportunities for students to write lab conclusions with claim-evidence-reasoning included for all investigations, as delineated by Common Core Standards.

Action Step 1

Provide opportunities for students to write lab conclusions with claim-evidence-reasoning included for all investigations, as delineated by Common Core Standards.

Person or Persons Responsible

Middle Grades Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly Assessments, Gizoms reports, and District Interim Assessments

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

Utilizing The FCIM, the Science Liaison and administration will analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately

Person or Persons Responsible

Science Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly Assessments, Gizmos reports, and District Interim Assessment

Plan to Monitor Effectiveness of G7.B1.S1

Utilizing The FCIM, the Science Liaison and administration will analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Science Liaison and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly Assessments, Gizmos reports, and District Interim Assessments

G7.B2 Students' performance data from the 2013 Science FCAT 2.0 indicates that students scoring at or above Achievement Level 4 in Grade 8 demonstrated a deficiency in Reporting Category: Physical Science. Students experienced difficulty with utilizing critical thinking skills through inquiry based learning.

G7.B2.S1 Establish a plan and timeline for the development of student projects and ensure that all students participate in scientific enrichment activities and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Regional Science and Engineering Fair, Fairchild Challenge, etc.).

Action Step 1

Establish a plan and timeline for the development of student projects and ensure that all students participate in scientific enrichment activities and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Regional Science and Engineering Fair, Fairchild Challenge, etc.).

Person or Persons Responsible

Middle School Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science project rubrics

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

Utilizing The FCIM, the Science Liaison and administration will analyze data from monthly assessments to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Science Liaison and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Science Assessments and District Interim Assessments

Plan to Monitor Effectiveness of G7.B2.S1

Utilizing The FCIM, the Science Liaison and administration will analyze data from monthly assessments to be sure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

Science Liaison and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Science Assessments and District Interim Assessments

G8. Our goal for the 2013 – 2014 school year is to have 10% of the students in Grades K - 8 participate STEM-related experiences.

G8.B1 Students are not exposed to enough enrichment activities targeting the correlation between Science, Technology, Engineering, and Mathematics (STEM).

G8.B1.S1 Assign projects and activities based on student interest and give students the opportunity to demonstrate what they have learned through participating in STEM-related experiences.

Action Step 1

Assign projects and activities based on student interest and give students the opportunity to demonstrate what they have learned through participating in STEM-related experiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments and student authentic work

Facilitator:

Science Liaison

Participants:

Teachers

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

Utilizing the FCIM, the Science Liaison and administration will look for increased participation in STEM-related field trips and competitions.

Person or Persons Responsible

Science Liaison and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interim Assessment and student authentic work

Plan to Monitor Effectiveness of G8.B1.S1

Utilizing the FCIM, the Science Liaison and administration will look for increased participation in STEM-related field trips and competitions.

Person or Persons Responsible

Science Liaison and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interim Assessment and student authentic work

G9. EWS at our school include decreasing the number of students who missed 10% or more, decreasing students retained and those not proficient in reading by grade 3, decreasing students with 2 or more behavior referrals/one or more that lead to suspension.

G9.B1 Students who miss 10% or more of available instructional time.

G9.B1.S1 Identify and refer students who may be developing a pattern of non-attendance to the Attendance Review Committee and review the District's attendance policy.

Action Step 1

Utilizing the FCIM, the Attendance Review Committee and administration will monitor attendance and provide interventions as necessary.

Person or Persons Responsible

Attendance Review Committee and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Review Committee reports

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

Utilizing the FCIM, the Attendance Review Committee and administration will monitor attendance and provide interventions as necessary.

Person or Persons Responsible

Attendance Review Committee and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Attendance Review Committee reports

Plan to Monitor Effectiveness of G9.B1.S1

Utilizing the FCIM, the Attendance Review Committee and administration will monitor attendance and provide interventions as necessary.

Person or Persons Responsible

Attendance Review Committee and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Attendance Review Committee reports

G9.B2 Students retained and students who are not proficient in reading by grade 3.

G9.B2.S1 Identify systematic patterns of student needs and provide evidenced-based intervention strategies to improve student progress, contact parents continually and maintain log of parents contacted to inform them of the student's progress and provide interventions with fidelity.

Action Step 1

Identify systematic patterns of student needs and provide evidenced-based intervention strategies to improve student progress, contact parents continually and maintain log of parents contacted to inform them of the student's progress and provide interventions with fidelity.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly Assessments, SuccessMaker reports, and District Interim Assessment

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

Utilizing The FCIM, MTSS/Rtl team and administration will analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

MTSS/Rtl team and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly Assessments, SuccessMaker reports, and District Interim Assessment

Plan to Monitor Effectiveness of G9.B2.S1

Utilizing The FCIM, MTSS/Rtl team and administration will analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.

Person or Persons Responsible

MTSS/Rtl team and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly Assessments, SuccessMaker reports, and District Interim Assessment

G9.B3 Students with 2 or more behavior referrals/one or more that lead to suspension.

G9.B3.S1 Monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Action Step 1

Monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person or Persons Responsible

MTSS/Rtl team

Target Dates or Schedule

Ongoing

Evidence of Completion

COGNOS for Behavior and Academic Referrals.

Plan to Monitor Fidelity of Implementation of G9.B3.S1

Utilizing the FCIM, the MTSS/RtI team and administration will monitor students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension and provide interventions as necessary.

Person or Persons Responsible

MTSS/RtI team and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

COGNOS for Behavior and Academic Referrals.

Plan to Monitor Effectiveness of G9.B3.S1

Utilizing the FCIM, the MTSS/RtI team and administration will monitor students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension and provide interventions as necessary.

Person or Persons Responsible

MTSS/RtI team and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

COGNOS for Behavior and Academic Referrals.

G10. EWS at our Middle School include decreasing the number of students who missed 10% or more, decreasing students who are non-proficient in Mathematics, Language Arts, or two or more courses, and decreasing students with one or more behavior referrals.

G10.B1 Students who missed 10% or more of available instructional time.

G10.B1.S1 Students who are developing a pattern of absences will be referred to the Attendance Review Committee.

Action Step 1

Students who are developing a pattern of absences will be referred to the Attendance Review Committee.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Review Committee reports

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

Utilizing the FCIM, the Attendance Review Committee and administration will monitor attendance and provide interventions as necessary.

Person or Persons Responsible

Attendance Review Committee and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Review Committee reports

Plan to Monitor Effectiveness of G10.B1.S1

Utilizing the FCIM, the Attendance Review Committee and administration will monitor attendance and provide interventions as necessary.

Person or Persons Responsible

Attendance Review Committee and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Review Committee reports

G10.B2 Students who are non-proficient in Mathematics, Language Arts, or two or more courses.

G10.B2.S1 Establish tutorial programs to address students' areas of need. Students will also be enrolled in course recovery classes.

Action Step 1

Establish tutorial programs to address students' areas of need. Students will also be enrolled in course recovery classes.

Person or Persons Responsible

Teachers and Middle School Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly classroom assessments and District Interim Assessments

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

Utilizing the FCIM, Middle School Counselor and administration will monitor the number of students who are non-proficient in a Mathematics course, Language Arts course, or two or more courses and provide interventions as necessary.

Person or Persons Responsible

Middle School Counselor and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G10.B2.S1

Utilizing the FCIM, Middle School Counselor and administration will monitor the number of students who are non-proficient in a Mathematics course, Language Arts course, or two or more courses and provide interventions as necessary.

Person or Persons Responsible

Middle School Counselor and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments

G10.B3 Student behavioral referrals and or behavioral referrals leading to suspension.

G10.B3.S1 Provide incentives for compliance through the use of the Secondary SPOT Success Recognition Program.

Action Step 1

Provide incentives for compliance through the use of the Secondary SPOT Success Recognition Program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SPOT Success Certificates

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

Utilizing the FCIM, the MTSS/RtI team and administration will monitor students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension and provide interventions as necessary.

Person or Persons Responsible

MTSS/RtI team and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

COGNOS for Behavior and Academic Referrals.

Plan to Monitor Effectiveness of G10.B3.S1

Utilizing the FCIM, the MTSS/RtI team and administration will monitor students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension and provide interventions as necessary.

Person or Persons Responsible

MTSS/RtI team and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

COGNOS for Behavior and Academic Referrals.

G11. During the 2012-2013 school year, parent participation in school-wide activities was 79%. Our goal for the 2013-2014 school year is to increase parent participation by 1 percentage point, from 79% to 80%.

G11.B1 Failure of students to give notices or flyers to parents in a timely manner, as well as our current demographics which includes many families new to the United States who are not familiar with our educational system and the activities offered.

G11.B1.S1 Monitor the number of parents in attendance at the parent engagement opportunities offered throughout the year.

Action Step 1

Monitor the number of parents in attendance at the parent engagement opportunities offered throughout the year.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in Sheets

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

Utilizing the FCIM, administration will maintain a binder with data regarding parent participation and parent engagements offered throughout the school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in Sheets

Plan to Monitor Effectiveness of G11.B1.S1

Utilizing the FCIM, administration will maintain a binder with data regarding parent participation and parent engagements offered throughout the school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign-in Sheets

G11.B1.S2 Provide parent engagement opportunities for parents of students not meeting AMO.

Action Step 1

Provide parent engagement opportunities for parents of students not meeting AMO.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G11.B1.S2

Utilizing the FCIM, administration will maintain a binder with data regarding parent participation and parent engagements offered throughout the school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in Sheets

Plan to Monitor Effectiveness of G11.B1.S2

Utilizing the FCIM, administration will maintain a binder with data regarding parent participation and parent engagements offered throughout the school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in Sheets

Coordination and Integration

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

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

Title III

Dr. Rolando Espinosa K-8 Center utilizes Title III funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (2-8)
- parent outreach activities (K-8)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (K-8)
- reading and supplementary instructional materials (K-8)
- cultural supplementary instructional materials (K-8)
- cultural activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Violence Prevention Programs

Dr. Rolando Espinosa K-8 Center offers the Safe and Drug-Free Schools Program which addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, and counselors.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators at Dr. Rolando Espinosa K-8 Center and designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report. All Staff, Students, and Parents/Volunteers receive training on an annual basis.
- Dr. Rolando Espinosa K-8 Center implements five curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 8th grade.

Nutrition Programs

Dr. Rolando Espinosa K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. Our school Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G2. The results of the 2013 FCAT 2.0 Writing Test indicates that 49% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 5 percentage points to 54%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative writing. Students experienced difficulty in organizing ideas, adding supporting details, using descriptive strategies when writing narratives.

G2.B1.S1 During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

PD Opportunity 1

During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

Facilitator

Reading and Writing Liaison

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly writing prompts, Reading Plus reports, and District Interim Assessment

G8. Our goal for the 2013 – 2014 school year is to have 10% of the students in Grades K - 8 participate STEM-related experiences.

G8.B1 Students are not exposed to enough enrichment activities targeting the correlation between Science, Technology, Engineering, and Mathematics (STEM).

G8.B1.S1 Assign projects and activities based on student interest and give students the opportunity to demonstrate what they have learned through participating in STEM-related experiences.

PD Opportunity 1

Assign projects and activities based on student interest and give students the opportunity to demonstrate what they have learned through participating in STEM-related experiences.

Facilitator

Science Liaison

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments and student authentic work

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading Test indicates that 66% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 8 percentage points to 75%.	\$7,000
G9.	EWS at our school include decreasing the number of students who missed 10% or more, decreasing students retained and those not proficient in reading by grade 3, decreasing students with 2 or more behavior referrals/one or more that lead to suspension.	\$800
Total		\$7,800

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Other	Total
EESAC Funds	\$7,000	\$800	\$7,800
Total	\$7,000	\$800	\$7,800

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicates that 66% of students met high standards. Our goal for the 2013-2014 school year is to increase the proficiency of students meeting high standards by 8 percentage points to 75%.

G1.B3 Students' performance data for students scoring at Level 3 from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 1- Vocabulary in Grades 3, 4, 5, 6, and 7 due to the lack of ability to identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.

G1.B3.S1 Utilize the Accelerated Reader program to motivate students and encourage independent reading.

Action Step 1

Utilize the Accelerated Reader program to motivate students and encourage independent reading.

Resource Type

Technology

Resource

Technology Program that matches books to the students' independent reading level.

Funding Source

EESAC Funds

Amount Needed

\$7,000

G9. EWS at our school include decreasing the number of students who missed 10% or more, decreasing students retained and those not proficient in reading by grade 3, decreasing students with 2 or more behavior referrals/one or more that lead to suspension.

G9.B1 Students who miss 10% or more of available instructional time.

G9.B1.S1 Identify and refer students who may be developing a pattern of non-attendance to the Attendance Review Committee and review the District's attendance policy.

Action Step 1

Utilizing the FCIM, the Attendance Review Committee and administration will monitor attendance and provide interventions as necessary.

Resource Type

Other

Resource

Promote the attendance of students by purchasing rewards and incentives

Funding Source

EESAC Funds

Amount Needed

\$800