



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Devon Aire K 8 Center
10501 SW 122ND AVE
Miami, FL 33186
305-274-7100
<http://devonaire.dadeschools.net>

School Demographics

School Type Combination School	Title I No	Free and Reduced Lunch Rate 54%
Alternative/ESE Center No	Charter School No	Minority Rate 88%

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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Devon Aire K 8 Center

Principal

Brian Hamilton

School Advisory Council chair

Susan Leyva-Bostick

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

Name	Title
Brian Hamilton	Principal
Ana Pachon-Reboredo	Assistant Principal
Dominique Audain	Assistant Principal
Kelly Milian	Teacher
Susan Bostick	SAC Chairperson
Isabel de la Torre	Teacher
Heather Smith-Dugarte	Teacher
Andrea Macko	Teacher
Richard Dominguez	Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The Devon Aire K-8 Center EESAC membership consist of: Principal- 1, UTD steward- 1, Teachers- 5, Parents- 9, Business/Community Representative- 3, Student- 1, Educational Support Employee- 1, Alternate Educational Support- 1, Alternate Parent- 2, Alternate Principal- 1, Alternate Student- 1, Alternate Teacher- 3.

Involvement of the SAC in the development of the SIP

The SAC reviews, analyzes, and evaluates pertinent data such as FCAT reports, School demographics, and Academic Profiles. The SAC participates in the writing and review process of the School Improvement Plan.

Activities of the SAC for the upcoming school year

The council scheduled meetings, notified participants, and created agendas as per state and District guidelines. The council will address school concerns such as safety, instructional materials and supplies.

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

For the 2013-2014 academic year, \$14,844.54 has been identified for improvements to the school cafeteria. The improvements to be made include sound system and curtains

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Brian Hamilton

Principal

Years as Administrator: 15

Years at Current School: 1

Credentials

Master Teacher, West Virginia University
 Phys ed,
 Middle
 Grades,
 School

Performance Record

Devon Aire K-8
 2013 School grade A
 Rdg. Proficiency, 74%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 75%
 Math Lrg. Gains, 76%
 Rdg Imp. Of Lowest 25%, 74%
 Math Imp. Of Lowest 25%,
 78%
 Rdg. AMO, N
 Math AMO, Y
 South Dade Middle
 2013 School grade C
 Rdg. Proficiency, 57%
 Math Proficiency, 57%
 Rdg. Lrg. Gains, 58%
 Math Lrg. Gains, 52%
 Rdg Imp. Of Lowest 25%, 61%
 Math Imp. Of Lowest 25%,
 58%
 Rdg. AMO, N
 Math AMO, N
 South Dade Middle
 '11 '10 '09
 School Grade
 C B C
 AMO
 N N N
 High Standards Rdg.
 60 66 61
 High Standards Math
 65 67 58
 Lrng Gains-Rdg.
 57 40 58
 Lrng Gains-Math
 61 67 56
 Gains-Rdg-25%
 62 64 55
 Gains-Math-25%
 62 69 59

Dominique Audain
 Asst Principal Years as Administrator: 5 Years at Current School: 1

Credentials BS- Public Administration, Florida International University;
 Master of Science- School Administration, Cambridge College

Performance Record Devon Aire K-8
 2013 School grade A
 Rdg. Proficiency, 74%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 75%
 Math Lrg, Gains, 76%
 Rdg Imp. Of Lowest 25%, 74%
 Math Imp. Of Lowest 25%,
 78%
 Rdg. AMO, N
 Math AMO, Y Devon Aire K-8
 2012 School grade A
 Rdg. Proficiency, 85%
 Math Proficiency, 86%
 Rdg. Lrg. Gains, 70%
 Math Lrg, Gains, 71%
 Rdg Imp. Of Lowest 25%, 62%
 Math Imp. Of Lowest 25%,
 67%
 Rdg. AMO, N
 Math AMO, N
 Centennial Middle
 '11 '10 '09
 School Grade:
 C B C
 AYP: N N N
 High Standards Rdg 48 52 48
 High Standards Math 43 50 46
 Lrng Gains-Rdg.: 61 64 59
 Lrng Gains-Math: 61 70 63
 Gains- Rdg. 25% : 71 71 73
 Gains- Math 25%: 66 69 67

Ana Pachon- Reboredo

Asst Principal

Years as Administrator: 7

Years at Current School: 4

Credentials

Bachelor of
Science in
Elementary
Education
Master of TESOL
Certification in
Elementary
Education, ESOL
K-12, Educational
Leadership

Performance Record

Devon Aire K-8
2013 School grade A
Rdg. Proficiency, 74%
Math Proficiency, 78%
Rdg. Lrg. Gains, 75%
Math Lrg. Gains, 76%
Rdg Imp. Of Lowest 25%, 74%
Math Imp. Of Lowest 25%,
78%
Rdg. AMO, N
Math AMO, Y Devon Aire K-8
2012 School grade A
Rdg. Proficiency, 85%
Math Proficiency, 86%
Rdg. Lrg. Gains, 70%
Math Lrg. Gains, 71%
Rdg Imp. Of Lowest 25%, 62%
Math Imp. Of Lowest 25%,
67%
Rdg. AMO, N
Math AMO, N Devon Aire K-8
'11 '10 '09
School Grade
A A A
AMO
N N Y
High Standards Rdg.
87 87 70
High Standards Math
87 85 71
Lrng Gains-Rdg.
74 72 67
Lrng Gains-Math
79 71 75
Gains-Rdg- 25%
71 75 66

Gains-Math- 25%
77 66 75

Joseph Rubio

Asst Principal

Years as Administrator: 7

Years at Current School: 1

Credentials

BS- Human Resource Management, St. Thomas University;
Master of Science- Social Science Education, Nova Southeastern University, Educational Leadership, Nova Southeastern University

Performance Record

Devon Aire K-8
2013 School grade A
Rdg. Proficiency, 74%
Math Proficiency, 78%
Rdg. Lrg. Gains, 75%
Math Lrg. Gains, 76%
Rdg Imp. Of Lowest 25%, 74%
Math Imp. Of Lowest 25%,
78%
Rdg. AMO, N
Math AMO, Y Devon Aire K-8
2012 School grade A
Rdg. Proficiency, 85%
Math Proficiency, 86%
Rdg. Lrg. Gains, 70%
Math Lrg. Gains, 71%
Rdg Imp. Of Lowest 25%, 62%
Math Imp. Of Lowest 25%,
67%
Rdg. AMO, N
Math AMO, N
W. Homestead Elem.
'11 '10 '09
School Grade:
NA D C
AYP: N N N
High Standards- Rdg NA 41 44
High Standards Math NA 57 51
Lrng Gains-Rdg.:
NA 49 21
Lrng Gains-Math:
NA 51 58
Gains- Rdg. 25% :
NA 60 64
Gains- Math 25%:
NA 60 66

Instructional Coaches

of instructional coaches

receiving effective rating or higher

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

98, 98%

Highly Qualified Teachers

65%

certified in-field

94, 94%

ESOL endorsed

71, 71%

reading endorsed

7, 7%

with advanced degrees

42, 42%

National Board Certified

6, 6%

first-year teachers

0, 0%

with 1-5 years of experience

13, 13%

with 6-14 years of experience

44, 44%

with 15 or more years of experience

43, 43%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above****# receiving effective rating or higher****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

The Principal solicits referrals from current employees. The APC obtains teacher interns from various universities.

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

Weekly peer teaming to assist new teacher with school policies, classroom management, and electronic grade book. Monthly meeting to provide support for new teacher.

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 team will meet quarterly, or more frequently as needed, to review any and student performance data (Interim Assessments, FAIR, Ongoing Progress Monitoring) provided in order to identify students that may fall into the following categories:

- Low performing students within each benchmark strand.
- Quantitative data will be provided to grade levels to target benchmarks.
- Data will be used to develop an intervention plan prior to state testing.

The team will use this information to identify school and staff needs and will develop and execute plan to provide needed resources.

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

The team is made up of three personnel categories: administrators, teachers and coaches, and team members.

Brian Hamilton, Principal: Ensures that the school-based team is meeting; oversees school-wide, district and state assessment data; provides resources to staff for implementing intervention programs, coordinates professional development to support implementation; communicate with parents; supervise instruction staff and instructional program.

Ana Pachon-Reboredo, Assistant Principal: Assists the principal with all team related tasks; provide

follow-up support staff, oversees adjustments to the curriculum as deemed necessary following data analysis; plans for professional development opportunities for teachers to improve classroom instruction; communicates with parents.

(School Psychologist): Assist in data collection and analysis; prepare and present data reports to the Team; provide recommendations to the team regarding student placement in intervention programs.

(Staffing Specialist): Provide support to school-based site as liaison between school and district; assist in data collection and analysis; prepare and present data reports to the Team; assist School Psychologist in providing recommendations to the team regarding student placement in intervention programs.

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

The team will:

- monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
- monitor the fidelity of the delivery of instruction and intervention.
- provide levels of support and interventions to students based on data, targeting individual student needs.
- collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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

A variety of data sources will be reviewed and utilized by team; (Academic data will include: FAIR Assessment, Interim Assessments, FCAT, SAT, CELLA, Data Management System – Edusoft, student grades, and school site specific assessments. Behavioral data will include: Student Case Management System, detentions, suspensions/expulsions, referrals, team climate surveys, attendance, and referrals to the team.

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

Plan to support the MTSS will include constant interventions and monitoring of students. Weekly grade-level meetings will facilitate the discussion of student achievement, intervention progress and curriculum concerns.

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: 12,960

The Devon Aire K-8 center middle school provides a before and after school enrichment program for student in reading and math. Certified hourly teachers provided interventions to student who scored Level 1 and 2 on the FCAT Reading or Math.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Student within these enrichment programs are monitored using baseline, winter, and FCAT EOC assessments to determine the effectiveness of the programs.

Who is responsible for monitoring implementation of this strategy?

Before and After school care leaders.

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Brian Hamilton	Principal
Ana Pachon-Reboredo	Assistant Principal
Dominique Audain	Assistant Principal
Susan Bostick	SAC Chairperson
Kelly Milian	Teacher
Valerie Milnes	Teacher
Michelle Bevilacqua	Teacher
Yanick Louis	Teacher
Isabel de la Torre	Teacher

How the school-based LLT functions

The Literacy Leadership Team will meet monthly to review school-wide student performance data, implement initiatives to promote school-wide literacy, monitor the effectiveness of the instructional program, and make professional development recommendations.

The principal will serve as a participating member of the LLT, and will provide direction and leadership to the team.

Major initiatives of the LLT

The LLT, after careful review of school-wide performance data, will assist in the development of the Reading and Writing goals on the School Improvement Plan. The LLT will review ongoing student progress data to ensure academic growth of all subgroup students by targeting low performing students within the subgroup; provide intervention strategies and support for those students; provide support to staff through professional development and vertical articulation; and provide quarterly data to target specific needs. We will provide instructional support and instruction in the Common Core Standards within grades K-2.

Every Teacher Contributes to Reading Instruction

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

The Principal, together with the Literacy Leadership Team, will coordinate professional development activities for grade 6-8 teachers, and will cultivate the vision for increased school-wide literacy across all content areas.

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

The Pre-K teacher helps students with the transition to elementary school by reinforcing functional skills in the areas of classroom rules, work skills, communication, social skills and self-management. Although the acquisition of these skills is not a requirement for entering the elementary school program, children with these skills and abilities tend to make the adjustment into the new setting more successfully.

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	78%	74%	No	80%
American Indian				
Asian	88%	84%	No	89%
Black/African American	67%	65%	No	70%
Hispanic	78%	73%	No	80%
White	80%	78%	No	82%
English language learners	73%	50%	No	75%
Students with disabilities	53%	43%	No	58%
Economically disadvantaged	73%	66%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	311	29%	34%
Students scoring at or above Achievement Level 4	469	44%	46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		74%	77%

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)	104	62%	66%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	50	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	55	33%	40%

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	218	62%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	77%	78%	Yes	79%
American Indian				
Asian	88%	97%	Yes	89%
Black/African American	71%	65%	No	74%
Hispanic	76%	77%	Yes	78%
White	83%	81%	No	85%
English language learners	64%	63%	No	68%
Students with disabilities	55%	51%	No	60%
Economically disadvantaged	70%	72%	Yes	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	350	36%	39%
Students scoring at or above Achievement Level 4	380	39%	40%

Learning Gains

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

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		54%	59%
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	14	19%	19%
Students scoring at or above Achievement Level 4	58	78%	78%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Achievement Level 4	12	80%	80%

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	51	29%	31%
Students scoring at or above Achievement Level 4	63	36%	37%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	25%	29%
Students scoring at or above Achievement Level 4	25	15%	17%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	104	95%	100%

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	54	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	15	2%	1%
Students who are not proficient in reading by third grade	45	29%	26%
Students who receive two or more behavior referrals	45	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	39	2%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	54	3%	2%
Students who fail a mathematics course	34	6%	5%
Students who fail an English Language Arts course	8	1%	1%
Students who fail two or more courses in any subject	16	3%	2%
Students who receive two or more behavior referrals	45	3%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	39	2%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Strategies:

-Increase information through the use of ConnectEd telephone and email messages, school portal, flyers

and marquee.

-Review sign-in sheets and logs to determine the number of limited English proficient parents attending school or community events.

-Using parent sign in sheets and teacher phone/email logs as monitoring tools.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Our goal for the 2013-2014 school year is to increase the percentage of ELL parents participating in school wide activities.	185	19%	25%

Goals Summary

- G1.** The results of the 2013 FCAT Reading Test indicate that 74% of students achieved a proficiency level of 3 or above. Our goal for the 2014 Reading FCAT is to increase the proficiency of students scoring a level 3 or above by 6 percentage points to 80%.
- G2.** The results of the 2013 FCAT Writes indicates that 62% (218) students scored 3.5-6.0. Our goal for the 2014 FCAT Writes is to increase the number of students scoring 3.5-6.0 by 4 percentage points to 66%.
- G3.** The result of the 2012-2013 FCAT Mathematics Test indicates that 78% of students achieved a proficiency level of 3 or above. Our goal for the 2013-2014 school year is to increase proficiency by 1 percentage point to 79%.
- G4.** Middle School Acceleration- It is our goal to increase student participation in middle school courses by 5 percentage points.
- G5.** The results of the 2013 Algebra EOC indicate that 97% of our students achieved a level 3 or above. It is our goal to maintain this level of proficiency for the 2014 year.
- G6.** The results of the 2013 Geometry EOC indicates that 100% of our students achieved a level 3 or above. Our goal is to maintain this percentage of proficiency for the 2014 year.
- G7.** The results of the 2013 Science FCAT 2.0 in Grade 5 indicates that 65% of the students achieved a level 3 or above. Our goal is to increase student achievement by 3 percentage points to 68%.
- G8.** The results of the 2013 Science FCAT in grade 8 indicate that 40% of students achieved a level 3 or above. Our goal is to increase proficiency by 6 percentage points to 46 %..
- G9.** The results of the 2013 Biology EOC indicate that 100% of the students reached a level 3 or above. It is our goal to maintain student proficiency on the 2014 EOC.
- G10.** Our goal for STEM is to increase opportunities for students to participate in STEM applied learning through extracurricular competitions by 10%.
- G11.** Our goal for Career and Technical Education (CTE) is to increase the number of students participating in CTE by 10%.
- G12.** The results of the Civics EOC Baseline Assessment indicate that 33% of students achieved a level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 10 percentage points to 44%.
- G13.** Our goal for the 2013-2014 Early Warning System (EWS) is to use the indicator to identify at-risk students in order to provide appropriate interventions and supports in a timely manner.

- G14.** In monitoring the Early Warning System, our school will increase academic success by decreasing the number of students who missed 10% or more of available instructional time by 1 percentage point from 3% to 2%.
- G15.** During the 2012-2013 school year, parent participation by ELL parents at school-wide activities was 19%. Our goal is to increase ELL parent participation at school-wide activities by 6 percentage points to 25%.

Goals Detail

G1. The results of the 2013 FCAT Reading Test indicate that 74% of students achieved a proficiency level of 3 or above. Our goal for the 2014 Reading FCAT is to increase the proficiency of students scoring a level 3 or above by 6 percentage points to 80%.

Targets Supported

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

Resources Available to Support the Goal

- Maintain Student Reading Response Journals • SuccessMaker • McGraw Hill Wonders • Reading Plus • Accelerated Reader (STAR) • FCAT Focus/Explorer • PMRN-FAIR • Push-in Tutorial program • ELL Tutorial program • Differentiated Instruction

Targeted Barriers to Achieving the Goal

- The area of deficiency for ELL students as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2: Reading Application.
- The area of deficiency for Students with Disabilities as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2: Reading Application
- The area of deficiency for Economically Disadvantaged students as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2: Reading Application
- The area of deficiency for students who achieved level 3 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2: Reading Application.
- The area of deficiency for students who achieved level 4 and 5 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4: Informational Text/ Research.
- In 2013 The area of deficiency for students in the lowest 25% who did not meet learning gains as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2: Reading Application
- The area of deficiency for CELLA students as noted on the 2013 administration of the FCAT Test was Reading
- The area of deficiency for CELLA students as noted on the 2013 administration of the FCAT Test was Sp/Listening
- The area of deficiency for CELLA students as noted on the 2013 administration of the FCAT Test was Writing category.

Plan to Monitor Progress Toward the Goal

• Professional Learning Communities • Grade Level Data Chats • Student Climate Survey • EESAC Committee

Person or Persons Responsible

Teachers, Grade level chairs and APC

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, and District Interim Assessments Summative: Results from the 2014 FCAT Reading Assessment

G2. The results of the 2013 FCAT Writes indicates that 62% (218) students scored 3.5-6.0. Our goal for the 2014 FCAT Writes is to increase the number of students scoring 3.5-6.0 by 4 percentage points to 66%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Small group guided instruction along with peer editing and revision.
- Implementation of Writer of the Month based on demonstration of an understanding of the monthly writing focus.
- Continued use of exemplary papers and the 6-point rubric as instruments of instruction in the classroom.
- District Language Arts Department professional development of teachers attending writing workshops.

Targeted Barriers to Achieving the Goal

- The areas of deficiency for fourth grade as noted on the 2013 administration of the FCAT Writing were conventions and elaboration in the area of narrative essays that include a topic sentence, supporting details, and relevant information.
- The areas of deficiency for eighth grade as noted on the 2013 administration of the FCAT Writing were conventions and elaboration in the area of persuasive essays that include a topic sentence, supporting details, and relevant information.

Plan to Monitor Progress Toward the Goal

• Administrative walk-throughs • Grade level data chats • SIP team data analysis

Person or Persons Responsible

Teachers across the curriculum, grade level chair and APC

Target Dates or Schedule:

Monthly

Evidence of Completion:

• Interim/Baseline • Formal/Informal Assessments • Edusoft program for data analysis

G3. The result of the 2012-2013 FCAT Mathematics Test indicates that 78% of students achieved a proficiency level of 3 or above. Our goal for the 2013-2014 school year is to increase proficiency by 1 percentage point to 79%.

Targets Supported

Resources Available to Support the Goal

- Go Math textbook site
- Gizmo
- Florida Achieves/FCAT Focus
- FCAT Explorer

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test in grades 3 and 4 was: Number/Fractions
- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test in grades 5, 6 and 8 was Geometry/Measurement.
- The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test in grade 7 was Statistics/Probability.
- The AMO subgroups for the 2013-2014 Actual Performance and Target Goals indicated the ELL and Blacks did not meet Target Goals for Mathematics.
- The students scoring a level 3 or above will need to maintain/increase/ proficiency and will be provided enrichment in preparation for the next grade level.

Plan to Monitor Progress Toward the Goal

Baseline Assessment Interim Assessment for data analysis Formal and informal assessment

Person or Persons Responsible

Math teacher, Grade Level Chair and APC

Target Dates or Schedule:

Monthly

Evidence of Completion:

Results for 2014 Mathematics FCAT 2.0

G4. Middle School Acceleration- It is our goal to increase student participation in middle school courses by 5 percentage points.

Targets Supported

Resources Available to Support the Goal

- E20/20 Go Math textbook site

Targeted Barriers to Achieving the Goal

- Parental reluctance towards students taking accelerated courses. Parents are worried that their student lack maturity and discipline to be successful in accelerated courses.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. The results of the 2013 Algebra EOC indicate that 97% of our students achieved a level 3 or above. It is our goal to maintain this level of proficiency for the 2014 year.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Math journals • FCAT Focus/Explorer • Khan Academy • Gizmos • Algebra Nation

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the EOC in grades 6 through 8 was Geometry/Measurement in grade 6, Ratios/Proportional Relationships in grade 7, and Expressions, Equations & Functions in grade 8.

Plan to Monitor Progress Toward the Goal

Math Journal Techniques will be targeted at Professional Learning Communities. • Creation of differentiated instructional plan • Grade level needs assessment • Mid year reflection/meeting • Leadership team • Sharing of best practices • Data analysis to identify lowest performing students

Person or Persons Responsible

Mathematics teacher and grade level chair

Target Dates or Schedule:

monthly

Evidence of Completion:

Baseline Assessment • Interim Assessment • Edusoft program for data analysis • Formal and informal assessment • Results for 2014 Algebra 1 EOC

G6. The results of the 2013 Geometry EOC indicates that 100% of our students achieved a level 3 or above. Our goal is to maintain this percentage of proficiency for the 2014 year.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Math journals • Cross curricular writing • Word problems related to real world situations • Visual and Kinesthetic models and representation • FCAT Focus/Explorer • Successmaker • VMath Live • Gizmos • Brainpop • Use of Manipulatives • Smartboard

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Geometry EOC assessment, the area of greatest difficulty for students was Three Dimensional Geometry.

Plan to Monitor Progress Toward the Goal

Tutoring sessions, before and after school for students with difficulties, differentiated instruction

Person or Persons Responsible

APC and Math Chair

Target Dates or Schedule:

Daily

Evidence of Completion:

Mini Benchmark assessment, District interim data reports, 2014 FCAT results

G7. The results of the 2013 Science FCAT 2.0 in Grade 5 indicates that 65% of the students achieved a level 3 or above. Our goal is to increase student achievement by 3 percentage points to 68%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- • Gizmos • Khan Academy • FCAT Explorer/Focus

Targeted Barriers to Achieving the Goal

- Students in Grade 5 scoring on the FCAT Science a level 3 presented difficulty answering questions pertaining to Physical Science.
- Students in Grade 5 scoring on the FCAT Science a level 4 and above presented difficulty answering questions pertaining to Physical Science.

Plan to Monitor Progress Toward the Goal

Students in Grade 5 will answer comprehension questions pertaining to Physical Science from textbook. Science Lab books will be utilize for application of the Physical science concepts.

Person or Persons Responsible

5th Grade Department Chair and APC

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increased student proficiency in targeted area on Grade 5 Science Interim benchmark exams and 2014 Grade 5 Science FCAT 2.0

G8. The results of the 2013 Science FCAT in grade 8 indicate that 40% of students achieved a level 3 or above. Our goal is to increase proficiency by 6 percentage points to 46 %..

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- GIZMOS • Khan Academy • FCAT explorer/Focus

Targeted Barriers to Achieving the Goal

- 8th Grade students scoring a level 3 presented weakness in the scientific process. Dependent Variables is an essential part of this component that students display difficulty answering comprehension questions when given a specific scientific process question pertaining to dependent variables.
- 8th Grade students scoring level 4 and above present weakness in the scientific process. Independent Variables is an essential part of this component that students display difficulty answering comprehension questions when given a specific scientific process question pertaining to independent variables.

Plan to Monitor Progress Toward the Goal

Eighth grade Science teachers will be provided reports from Edusoft delineating the progress of all students. This practice will help teachers monitor student progress by analyzing data from each benchmark category to determine appropriate benchmark achievement.

Person or Persons Responsible

Middle School Science chair and APC

Target Dates or Schedule:

Biweekly

Evidence of Completion:

8th Grade Science Benchmark assessments will be analyzed to monitor effectiveness of strategies and student progress.

G9. The results of the 2013 Biology EOC indicate that 100% of the students reached a level 3 or above. It is our goal to maintain student proficiency on the 2014 EOC.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- GIZMOS

Targeted Barriers to Achieving the Goal

- Students scoring level 3 on the Biology EOC need to better model abstract concepts in the reporting category of Life Science due to limited access to labs.
- Students scoring level 4 and 5 on the Biology 1 EOC Assessment have a difficulty developing proficiency in critical thinking techniques in the Reporting Category of Life Science due to limited access to rigorous content.

Plan to Monitor Progress Toward the Goal

Review of projects and ongoing data chats with departments, teachers and students to monitor fidelity of student progress.

Person or Persons Responsible

Science teacher, APC, department chairperson

Target Dates or Schedule:

Ongoing and post-District Assessments.

Evidence of Completion:

Summative: 2014 Biology EOC Assessment

G10. Our goal for STEM is to increase opportunities for students to participate in STEM applied learning through extracurricular competitions by 10%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- District Science Fair, Math Bowl district Competition, Odyssey of the Mind District Competition, and The Fairchild Challenge.

Targeted Barriers to Achieving the Goal

- Adequate classroom time to prepare and practice for local and state level competitions with in the academic day.

Plan to Monitor Progress Toward the Goal

We will establish a timeline of STEM related competitions and involve students in project based learning that can be integrated into the current curriculum. We will provide teachers with resources and equipment to facilitate successful team participation.

Person or Persons Responsible

Teachers, Department Chairpersons, and Administrators.

Target Dates or Schedule:

After district Science Fair, SECME Competition, Math Bowl, and Fairchild Challenge.

Evidence of Completion:

Increase of the percentage of students participating in District sponsored Competitions and placement in each competition.

G11. Our goal for Career and Technical Education (CTE) is to increase the number of students participating in CTE by 10%.

Targets Supported

- CTE

Resources Available to Support the Goal

- District Career Expo. and School site Magnet Fair.

Targeted Barriers to Achieving the Goal

- Adequate classroom and curriculum to offer a CTE course for our middle school students.

Plan to Monitor Progress Toward the Goal

Attend District sponsored Career Expo. and sponsor a School Magnet Fair.

Person or Persons Responsible

Activities Director, Counselors, and Administration.

Target Dates or Schedule:

On-going

Evidence of Completion:

Attendance at events with a sign-in sheet.

G12. The results of the Civics EOC Baseline Assessment indicate that 33% of students achieved a level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 10 percentage points to 44%.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- Civics Benchmarks

Targeted Barriers to Achieving the Goal

- The results of 2013 Civics EOC Baseline Assessment indicate that students had the greatest difficulty with Organization and Function of Government.

Plan to Monitor Progress Toward the Goal

Review of projects, on-going data chats, teachers and students to monitor fidelity of student progress.

Person or Persons Responsible

The LLT, Administration, Civics Chairperson, and Teacher.

Target Dates or Schedule:

On-going and Post District EOC Assessment.

Evidence of Completion:

Summative: Civics EOC Assessment.

G13. Our goal for the 2013-2014 Early Warning System (EWS) is to use the indicator to identify at-risk students in order to provide appropriate interventions and supports in a timely manner.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- SuccessMaker, McGraw Hill Wonders, Reading Plus, Accelerator Reader (STAR), and PMRN-FAIR.

Targeted Barriers to Achieving the Goal

- Three percent of the overall student body has missed 10% or more of instructional time. Our goal is to decrease the percent of students missing 10% of instructional time by 1 percentage point. Students need to increase awareness ways
- Two percent of students received behavioral referrals. Our goal is to decrease referrals by 1 percentage point. More incentives will be available to reward positive behavior.
- 29% of students are below grade level in Reading and 2% of students are retained in K-5 grade. Students need earlier interventions.

Plan to Monitor Progress Toward the Goal

Monitor implementation of strategies

Person or Persons Responsible

Student Services chair and administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Increased attendance.

G14. In monitoring the Early Warning System, our school will increase academic success by decreasing the number of students who missed 10% or more of available instructional time by 1 percentage point from 3% to 2%.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- ConnectEd telephone system, School Website, School Marquee

Targeted Barriers to Achieving the Goal

- Truancy issues are attributed to unstable living conditions such as, grandparents, change of school hours and staggered arrival and dismissal.

Plan to Monitor Progress Toward the Goal

Monitor student truancy and attendance reports.

Person or Persons Responsible

Teachers, Counselors, and Administrators.

Target Dates or Schedule:

On-going

Evidence of Completion:

Decrease in truancy and attendance violations.

G15. During the 2012-2013 school year, parent participation by ELL parents at school-wide activities was 19%. Our goal is to increase ELL parent participation at school-wide activities by 6 percentage points to 25%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Devon Aire K-8 Center PTSA, New Student Orientation, Open House, Connected, and school marquee.

Targeted Barriers to Achieving the Goal

- Parents of ELL students have limited awareness of the PTSA due to an unsuccessful recruiting campaign.

Plan to Monitor Progress Toward the Goal

Review of membership and participation by ELL parents at school sponsored activities.

Person or Persons Responsible

Activities Director, PTSA membership VP, and Administration.

Target Dates or Schedule:

On-going

Evidence of Completion:

PTSA membership, event sign-in sheets, and volunteer logs.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT Reading Test indicate that 74% of students achieved a proficiency level of 3 or above. Our goal for the 2014 Reading FCAT is to increase the proficiency of students scoring a level 3 or above by 6 percentage points to 80%.

G1.B1 The area of deficiency for ELL students as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2: Reading Application.

G1.B1.S1 Leadership Committee, Professional Development for teachers, ELL Tutoring Program, Department/Grade level meetings, Data Chats, Mid-Year reflection/meeting/action plan, FCAT Parent Night, Administrative walkthroughs,, SIP team/data analysis

Action Step 1

Maintain Student Reading Response Journals, Reading Plus, STAR, FCAT Focus/Explorer, Differentiated Instruction

Person or Persons Responsible

APC Grade level chair support, SIP team/data analysis

Target Dates or Schedule

Monthly data chats

Evidence of Completion

Baseline Assessment, Interim Assessment, Program for data analysis, Formal and informal assessment, Results for 2014 FCAT 2.0

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

Administrative walkthroughs, Grade level chair support, SIP team/data analysis

Person or Persons Responsible

Grade level chairs

Target Dates or Schedule

Professional Learning Communities, Grade Level Data Chats

Evidence of Completion

Baseline/Interim Assessments, Formal/Informal Assessments, Reports for data analysis, Results of 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Administrative walkthroughs, Grade level chair support; SIP

Person or Persons Responsible

All grade level chairs will compile student achievement data on a quarterly basis.

Target Dates or Schedule

Professional Learning Communities

Evidence of Completion

Baseline/Interim Assessment

G1.B2 The area of deficiency for Students with Disabilities as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2: Reading Application

G1.B2.S1 Leadership Committee, Professional Development for teachers, Department/Grade level meeting, data chats, Mid-Year reflection/meeting/action plan, FCAT Parent Night, Administrative walkthroughs, Grade level chair support, SIP team/data analysis.

Action Step 1

Maintain Student Reading Response Journals, Reading Plus, STAR, FCAT Focus/Explorer, Differentiated Instruction

Person or Persons Responsible

APC Grade level chair support, SIP team/data analysis

Target Dates or Schedule

Monthly data chats

Evidence of Completion

Baseline Assessment, Interim Assessment, Program for data analysis, Formal/informal assessments, Reports for data analysis, Results of 2014 FCAT 2.0

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

Administrative walkthroughs, Grade level chair support, SIP team/data analysis

Person or Persons Responsible

Grade level chairs

Target Dates or Schedule

Professional Learning Communities, Grade level data chats

Evidence of Completion

Baseline/Interim Assessments, Formal/Informal Assessments, Reports for data analysis, Results of 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Administrative walkthroughs, Grade level chair support, SIP

Person or Persons Responsible

All grade level chairs will compile student achievement data on a quarterly basis.

Target Dates or Schedule

Professional Learning Communities

Evidence of Completion

Baseline/Interim Assessment

G1.B3 The area of deficiency for Economically Disadvantaged students as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2: Reading Application

G1.B3.S1 Leadership Committee, Professional Development for teachers, Department/Grade level meetings, Data Chats, Mid-Year reflection/meeting/action plan, FCAT Parent Night, Administrative walkthroughs,, SIP team/data analysis

Action Step 1

Maintain Student Reading Response Journal, Reading Plus, STAR, FCAT Focus/Explorer, Differentiated Instruction

Person or Persons Responsible

APC Grade level chair support, SIP team/data analysis

Target Dates or Schedule

Monthly data chats

Evidence of Completion

Baseline Assessment, Interim Assessment, Program for data analysis, Formal and informal assessments, Results of 2014 FCAT 2.0

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

Administrative walkthroughs, Grade level chair support, SIP team/data analysis

Person or Persons Responsible

Grade level chairs

Target Dates or Schedule

Professional Learning Communities, Grade Level Data Chats

Evidence of Completion

Baseline/Interim Assessment, Formal/Informal Assessments, Reports for data analysis, Results of 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

Administrative walkthroughs, Grade level chair support, SIP

Person or Persons Responsible

All grade level chairs will compile student achievement data on a quarterly basis.

Target Dates or Schedule

Professional Learning Communities

Evidence of Completion

Baseline/Interim Assessment

G1.B4 The area of deficiency for students who achieved level 3 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2: Reading Application.

G1.B4.S1 • Leadership Committee • Professional Development for teachers • Department/Grade level meetings • Data Chats • Mid-Year reflection/meeting/action plan • FCAT Parent Night • MONITOR FOR FIDELITY • Administrative walkthroughs • Grade level chair support • SIP team/data analysis

Action Step 1

• Maintain Student Reading Response Journals • Reading Plus • Accelerated Reader (STAR) • FCAT Focus/Explorer • Differentiated Instruction BrainPop will be used with all students

Person or Persons Responsible

APC Grade level chair support SIP team/data analysis

Target Dates or Schedule

Monthly data chats

Evidence of Completion

• Baseline Assessment • Interim Assessment • Edusoft program for data analysis • Formal and informal assessment • Results for 2014 FCAT 2.0

Facilitator:

Grade level chair and District PD's

Participants:

APC Grade level chair support SIP team/data analysis

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

- Administrative walkthroughs • Grade level chair support • SIP team/data analysis

Person or Persons Responsible

Grade level chairs

Target Dates or Schedule

- Professional Learning Communities • Grade Level Data Chats

Evidence of Completion

- Baseline/Interim Assessments • Formal/Informal Assessments • Edusoft Reports for data analysis • Results of 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Administrative walkthroughs; Grade level chair support; SIP team/data analysis.

Person or Persons Responsible

All grade level chairs will compile student achievement data on a quarterly basis. Data chats will be conducted with teachers to analyze results and tailor instruction to meet students' needs.

Target Dates or Schedule

Professional Learning Communities; Grade Level Data Chats

Evidence of Completion

Baseline/Interim Assessment; Formal/Informal Assessments; Edusoft Reports for data analysis; Results of 2014 FCAT 2.0

G1.B5 The area of deficiency for students who achieved level 4 and 5 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4: Informational Text/Research.

G1.B5.S1 Leadership Committee, Professional Development for teachers, Middle School Enrichment Program, Strategic Questioning Workshop, Department/Grade level meetings, Data Chats, Mid-Year reflection/meeting/action plan, FCAT Parent Night, Administrative walkthroughs,, SIP team/data analysis

Action Step 1

Maintain Student Reading Response Journals, Reading Plus, FCAT Focus/Explorer, Differentiated Instruction

Person or Persons Responsible

APC Grade level chair support, SIP team

Target Dates or Schedule

Monthly data chats, Professional learning communities

Evidence of Completion

Baseline Assessment, Interim Assessment, Program for data analysis, Formal and informal assessment, Results for 2014 FCAT 2.0

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

Administrative walkthroughs, Grade level chair support, SIP team/data analysis

Person or Persons Responsible

Grade level chairs

Target Dates or Schedule

Professional Learning Communities, Grade Level Data Chats

Evidence of Completion

Baseline/Interim Assessments, Formal/Informal Assessments, Reports for Data Analysis, Results of 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B5.S1

Administrative walkthroughs, Grade level chair support, SIP

Person or Persons Responsible

All grade level chairs will compile student achievement data on a quarterly basis.

Target Dates or Schedule

Professional Learning Communities

Evidence of Completion

Baseline/Interim Assessment

G1.B6 In 2013 The area of deficiency for students in the lowest 25% who did not meet learning gains as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2: Reading Application

G1.B6.S1 Classroom Intervention program, Leadership Committee, Professional Development for teachers, Department/Grade level meeting, data chats, Mid-Year reflection/meeting/action plan, FCAT Parent Night, Administrative walkthroughs, Grade level chair support, SIP team/data analysis.

Action Step 1

Maintain Intervention folders/assignments, Maintain Student Reading Response Journals, Reading Plus, STAR, FCAT Focus/Explorer, Differentiated Instruction

Person or Persons Responsible

APC Grade level chair support, SIP team/data analysis

Target Dates or Schedule

Monthly data chats

Evidence of Completion

Baseline Assessment, Interim Assessment, Program for data analysis, Formal /nformal assessment, Results for 2014 FCAT 2.0

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

Administrative walkthroughs, Grade level chair support, SIP team/data analysis

Person or Persons Responsible

Grade level chairs

Target Dates or Schedule

Professional Learning Communities, Grade Level Data Chats

Evidence of Completion

Baseline/Interim Assessments, Formal/Informal Assessments, Report for data analysis, Results of 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B6.S1

Administrative walkthroughs, Grade level chair support, SIP

Person or Persons Responsible

All grade level chairs will compile student achievement data on a quarterly basis

Target Dates or Schedule

Professional Learning Communities

Evidence of Completion

Baseline/Interim Assessment

G1.B7 The area of deficiency for CELLA students as noted on the 2013 administration of the FCAT Test was Reading

G1.B7.S1 Use Task Cards Teacher Made Questions Vary the complexity of assignment (Differentiated Instruction (DI)) Read Aloud (RA) Choral Reading

Action Step 1

The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning

Person or Persons Responsible

ESOL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher made tests, Interim Assessment, 2014 FCAT results.

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

Grade level Chair support and Data analysis

Person or Persons Responsible

ESOL Teacher, Grade level chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments, Interim Assessments and 2014 FCAT

Plan to Monitor Effectiveness of G1.B7.S1

Grade level chair support

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher made Quizzes, interim Assessments and 2014 FCAT results

G1.B8 The area of deficiency for CELLA students as noted on the 2013 administration of the FCAT Test was Sp/Listening

G1.B8.S1 Panel Discussions/Debates Provide Meaningful Language Practice Repetition

Action Step 1

The student will use context clues to determine meanings of unfamiliar words.

Person or Persons Responsible

Teacher

Target Dates or Schedule

on-going

Evidence of Completion

Formative Assessment, Interim Assessments and 2014 FCAT Results

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

Grade level Chair Support and data analysis

Person or Persons Responsible

ESOL teacher and Grade level chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessments, Interim assessments and 2014 FCAT results

Plan to Monitor Effectiveness of G1.B8.S1

Grade level chair supports

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher made quizzes, Interim Assessments and 2014 FCAT results

G1.B9 The area of deficiency for CELLA students as noted on the 2013 administration of the FCAT Test was Writing category.

G1.B9.S1 Dialogue Journals Graphics Organizers Illustrating and labeling Letter Writing Personal Journals

Action Step 1

Small group guided instruction along with peer editing and revision

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher mad tests, Interim Assessment, 2014 FCAT results

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

Grade level chair support and data analysis

Person or Persons Responsible

ESOL teacher and grade level chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessments, interim assessments and 2014 FCAT results

Plan to Monitor Effectiveness of G1.B9.S1

Grade level chair support

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Formative assessments, interim assessments and 2014 FCAT results

G2. The results of the 2013 FCAT Writes indicates that 62% (218) students scored 3.5-6.0. Our goal for the 2014 FCAT Writes is to increase the number of students scoring 3.5-6.0 by 4 percentage points to 66%.

G2.B1 The areas of deficiency for fourth grade as noted on the 2013 administration of the FCAT Writing were conventions and elaboration in the area of narrative essays that include a topic sentence, supporting details, and relevant information.

G2.B1.S1 • During writing instruction students will develop a prewriting plan that include: main idea, descriptive details, characters, a sequence of events and settings. • Students will include the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced narrative writing prompts. • Students will create and maintain a writing journal reflecting specific writing components as they are taught.

Action Step 1

• Small group guided instruction along with peer editing and revision. • Implementation of Writer of the Month based on demonstration of an understanding of the monthly writing focus. • Continued use of exemplary papers and the 6-point rubric as instruments of instruction in the classroom.

Person or Persons Responsible

All core teachers

Target Dates or Schedule

Bi weekly

Evidence of Completion

• Interim/Baseline • Formal/Informal Assessments • Edusoft program for data analysis

Facilitator:

District professional development for teachers' writing workshops

Participants:

All core teachers

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

• Administrative walk through • Grade level data chats • SIP team data analysis

Person or Persons Responsible

Grade level chair and APC

Target Dates or Schedule

Weekly

Evidence of Completion

• Interim/Baseline • Formal/Informal Assessments • Edusoft program for data analysis

Plan to Monitor Effectiveness of G2.B1.S1

- Professional Learning Communities • Climate Student/Surveys • EESAC

Person or Persons Responsible

Grade level chair and APC

Target Dates or Schedule

Bi weekly

Evidence of Completion

- Interim/Baseline • Formal/Informal Assessments • Edusoft program for data analysis

G3. The result of the 2012-2013 FCAT Mathematics Test indicates that 78% of students achieved a proficiency level of 3 or above. Our goal for the 2013-2014 school year is to increase proficiency by 1 percentage point to 79%.

G3.B1 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test in grades 3 and 4 was: Number/Fractions

G3.B1.S1 Students will utilize FCAT Focus/Explorer to target area of deficiency. Students will utilize Gizmo's to give visual understanding of area of deficiency.

Action Step 1

Students will use Gizmo's/FCAT Focus/Explorer for visual understanding of concepts.

Person or Persons Responsible

Math Teacher, Grade level chair

Target Dates or Schedule

Monthly

Evidence of Completion

Results for 2014 FCAT Mathematics 2.0

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

Baseline Assessment, Interim Assessment for data analysis, Formal and Informal assessment.

Person or Persons Responsible

Math Teacher, Grade Level Chair and APC

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the Interim Assessments, and results of the Formal and Informal assessments

Plan to Monitor Effectiveness of G3.B1.S1

Baseline Assessment and Interim Assessments for data analysis, Formal and informal assessment.

Person or Persons Responsible

Math teacher, Gradel level chair, and APC

Target Dates or Schedule

Monthly

Evidence of Completion

Results of 2014 Mathematics FCAT 2.0

G3.B2 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test in grades 5, 6 and 8 was Geometry/Measurement.

G3.B2.S1 Students will utilize FCAT Focus/Explorer to target area of deficiency. Students will utilize Gizmo's to give visual understanding of area of deficiency.

Action Step 1

Students will use Gizmo's/FCAT Focus/Explorer for visual understanding of math concepts

Person or Persons Responsible

Math Teacher, Grade Level Chair

Target Dates or Schedule

Bi Weekly

Evidence of Completion

Gizmo Quizzes/Exploration/ FCAT Focus Quizzes

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

Baseline Assessment, Interim Assessment for data analysis, Formal and Informal assessment

Person or Persons Responsible

Math Teacher, Grade Level Chair and APC

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the Interim Assessments, and results of the Formal and Informal assessments

Plan to Monitor Effectiveness of G3.B2.S1

Baseline Assessment and Interim Assessments for data analysis, Formal and informal assessment.

Person or Persons Responsible

Math teacher, Grade Level Chair, and APC

Target Dates or Schedule

Monthly

Evidence of Completion

Results of 2014 Mathematics FCAT 2.0

G3.B3 The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Test in grade 7 was Statistics/Probability.

G3.B3.S1 Students will utilize FCAT Focus/Explorer to target area of deficiency. Students will utilize Gizmo's to give visual understanding of area of deficiency.

Action Step 1

Students will use Gizmo's/FCAT Focus/Explorer for visual understanding of math concepts

Person or Persons Responsible

Math Teacher, Grade Level Chair

Target Dates or Schedule

Bi Weekly

Evidence of Completion

Results of Gizmo Quizzes/Explorations, FCAT Focus Quizzes

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

Baseline Assessment, Interim Assessment for data analysis, Formal and Informal assessment

Person or Persons Responsible

Math Teacher, Grade Level Chair and APC

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the Interim Assessments, and results of the Formal and Informal assessments

Plan to Monitor Effectiveness of G3.B3.S1

Baseline Assessment and Interim Assessments for data analysis, Formal and informal assessment.

Person or Persons Responsible

Math teacher, Grade Level Chair, and APC

Target Dates or Schedule

Monthly

Evidence of Completion

Results of 2014 Mathematics FCAT 2.0

G3.B4 The AMO subgroups for the 2013-2014 Actual Performance and Target Goals indicated the ELL and Blacks did not meet Target Goals for Mathematics.

G3.B4.S1 Tutoring for AMO subgroups in Mathematics will be offered to students that did not meet Target Goals.

Action Step 1

Tutoring for these students will be offered before and after school.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily during school days

Evidence of Completion

Tutoring teacher will monitor academic improvements/attendance

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

Baseline Assessment, Interim Assessment for data analysis, Formal and Informal assessment

Person or Persons Responsible

Math Teacher, Grade Level Chair and APC

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the Interim Assessments, and results of the Formal and Informal assessments

Plan to Monitor Effectiveness of G3.B4.S1

Baseline Assessment and Interim Assessments for data analysis, Formal and informal assessment.

Person or Persons Responsible

Math teacher, Grade Level Chair, and APC

Target Dates or Schedule

Monthly

Evidence of Completion

Results of 2014 Mathematics FCAT 2.0

G3.B5 The students scoring a level 3 or above will need to maintain/increase/ proficiency and will be provided enrichment in preparation for the next grade level.

G3.B5.S1 Students will utilize Gizmo/FCAT Focus/FCAT Explorer to maintain proficiency of math concepts.

Action Step 1

Use of Gizmo/FCAT Focus/FCAT Explorer

Person or Persons Responsible

Classroom Teacher, Grade Level Chair

Target Dates or Schedule

Bi Weekly

Evidence of Completion

Gizmo Quizzes, FCAT Focus Quizzes

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

Baseline Assessment, Interim Assessment for data analysis, Formal and Informal assessment

Person or Persons Responsible

Math Teacher, Grade Level Chair and APC

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the Interim Assessments, and results of the Formal and Informal assessments

Plan to Monitor Effectiveness of G3.B5.S1

Baseline Assessment and Interim Assessments for data analysis, Formal and informal assessment.

Person or Persons Responsible

Math teacher, Grade Level Chair, and APC

Target Dates or Schedule

Monthly

Evidence of Completion

Results of 2014 Mathematics FCAT 2.0

G4. Middle School Acceleration- It is our goal to increase student participation in middle school courses by 5 percentage points.

G4.B1 Parental reluctance towards students taking accelerated courses. Parents are worried that their student lack maturity and discipline to be successful in accelerated courses.

G4.B1.S1 Educate the parents and assure them that their student will be provided with the needed support to be successful.

Action Step 1

Identify students and Inform parents of high school expectations and Magnet school requirements.

Person or Persons Responsible

Accelerated course teachers

Target Dates or Schedule

During parent conferences of potential students.

Evidence of Completion

Increased participation

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. The results of the 2013 Geometry EOC indicates that 100% of our students achieved a level 3 or above. Our goal is to maintain this percentage of proficiency for the 2014 year.

G6.B1 According to the results of the 2013 Geometry EOC assessment, the area of greatest difficulty for students was Three Dimensional Geometry.

G6.B1.S1 Construction of lesson design, which focuses on the student deficiencies targeting Three Dimensional Models, Visualization, and drawing cross-sections of solids.

Action Step 1

Tutoring sessions before or after school for students with difficulties, differentiated instruction.

Person or Persons Responsible

Administrators, Department chair

Target Dates or Schedule

Daily

Evidence of Completion

Mini Benchmark assessments, District interim data reports, 2014 FCAT results

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

Reviewing of teacher made assessments, focused classroom walkthroughs, evidence of mathematics fact focus and print rich classrooms.

Person or Persons Responsible

APC and Math Chair

Target Dates or Schedule

Bi weekly

Evidence of Completion

Student assessment reports

Plan to Monitor Effectiveness of G6.B1.S1

Data chats with math teachers

Person or Persons Responsible

Grade level chair and APC

Target Dates or Schedule

Bi weekly

Evidence of Completion

Teacher made assessments results district interim assessments FCAT 2014

G7. The results of the 2013 Science FCAT 2.0 in Grade 5 indicates that 65% of the students achieved a level 3 or above. Our goal is to increase student achievement by 3 percentage points to 68%.

G7.B1 Students in Grade 5 scoring on the FCAT Science a level 3 presented difficulty answering questions pertaining to Physical Science.

G7.B1.S1 Teachers will work with the students to identify issues in Physical Science. Students will record their findings in their 5th Grade Science Lab books pertaining to Physical Science.

Action Step 1

Review 5th Grade Science Lab books

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Biweekly

Evidence of Completion

Benchmark assessments will be analyzed to monitor effectiveness with student progress. Data from the District Interim Assessments will also be used to monitor student progress of the strategies used. The 2014 5th Grade Science FCAT 2.0 results will be used to determine the effectiveness of strategies.

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

Ongoing formative and summative evaluations.

Person or Persons Responsible

Science department chair and APC

Target Dates or Schedule

Bi weekly

Evidence of Completion

District Interim assessment Student authentic work 2014 Grade 5 Science FCAT

Plan to Monitor Effectiveness of G7.B1.S1

Formative evaluations pertaining to the Physical Science concepts.

Person or Persons Responsible

Science chair and science teachers

Target Dates or Schedule

Biweekly

Evidence of Completion

Mini benchmark exams 2014 Grade 5 Science FCAT FCAT Focus

G7.B1.S2 5th Grade Students will utilize FCAT Explorer, BrainPOP and/or Gizmo's to incorporate audio and visual mastery of the Physical Science concept in 5th Grade Science.

Action Step 1

Review 5th Grade Science Lab books

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Biweekly

Evidence of Completion

Grade 5 Science Benchmark assessments will be analyzed to monitor effectiveness with student progress. Data from the 5th Grade District Science Interim Assessments will also be used to monitor student progress of the strategies used. The 2014 Grade 5 FCAT 2.0 results will be used to determine the effectiveness of strategies

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Focused classroom walkthroughs and ongoing formative and summative evaluations.

Person or Persons Responsible

5th Grade Department Chair and APC

Target Dates or Schedule

Bi weekly

Evidence of Completion

District Interim assessment Student authentic work 2014 5th Grade Science FCAT 2.0

Plan to Monitor Effectiveness of G7.B1.S2

Formative evaluations pertaining to the concepts of Physical Science

Person or Persons Responsible

5th Grade Department Chair

Target Dates or Schedule

Biweekly

Evidence of Completion

5th Grade Mini benchmark exams pertaining to Physical Science Concepts 2014 Grade 5 FCAT2.0

G7.B2 Students in Grade 5 scoring on the FCAT Science a level 4 and above presented difficulty answering questions pertaining to Physical Science.

G7.B2.S1 Teachers will work with the students to identify issues in Physical Science. Students will communicate effectively writing in Science Lab books their findings and conclusions in reference to the scientific issues/and or practices.

Action Step 1

Review Science Lab books for proficiency of applications of experiments pertaining to Physical Science

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark assessments will be analyzed to monitor effectiveness with student progress. Data from the District Interim Assessments will be used to monitor student progress of the strategies used. The 2014 Science FCAT 2.0 will be used to determine the effectiveness of the strategies.

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

Ongoing Formative and Summative assessments

Person or Persons Responsible

APC and 5th Grade Chairperson

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Grade 5 Science Interim Assessment and 2014 Grade 5 Science FCAT

Plan to Monitor Effectiveness of G7.B2.S1

5th Grade Science Formative Assessments and 5th Grade Science Course textbook

Person or Persons Responsible

5th Grade Science Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Benchmark Exams pertaining to Physical Science, and 5th Grade Science textbook comprehension questions

G8. The results of the 2013 Science FCAT in grade 8 indicate that 40% of students achieved a level 3 or above. Our goal is to increase proficiency by 6 percentage points to 46 %..

G8.B1 8th Grade students scoring a level 3 presented weakness in the scientific process. Dependent Variables is an essential part of this component that students display difficulty answering comprehension questions when given a specific scientific process question pertaining to dependent variables.

G8.B1.S1 Eighth grade students will participate in hands-on exploration of scientific concepts, focusing on Dependent Variables.

Action Step 1

8th Grade Science Lab books will incorporate the scientific processes, vocabulary enrichment, and student explorations.

Person or Persons Responsible

8th Grade Science teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Completed 8th Grade Science Lab books.

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

Will review 8th Grade lab investigations in 8th Grade Science Lab books biweekly and provide guidance as needed in reference to modify instruction.

Person or Persons Responsible

8th Grade Science teacher and APC

Target Dates or Schedule

Biweekly

Evidence of Completion

8th Grade Students submitted lab in Science Lab books.

Plan to Monitor Effectiveness of G8.B1.S1

8th Grade student samples of their Lab books.

Person or Persons Responsible

Middle School Science Chair

Target Dates or Schedule

Biweekly

Evidence of Completion

District 8th Grade Science Interim data will be analyzed to monitor student progress and strategies used to determine if there is a need to modify instructional practices.

G8.B1.S2 Eighth grade students will then apply comprehension questions of Dependent variables using Science Course textbook.

Action Step 1

8th Grade Science Course textbooks will incorporate the scientific processes, vocabulary enrichment, and student explorations.

Person or Persons Responsible

8th Grade Science teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Completed 8th Grade Science comprehension questions in Science Course textbooks.

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Will review 8th Grade comprehension questions in Science textbooks biweekly and provide guidance as needed in reference to modify instruction.

Person or Persons Responsible

8th Grade Science teacher and APC

Target Dates or Schedule

Biweekly

Evidence of Completion

8th Grade Students submitted comprehension questions in Science textbooks.

Plan to Monitor Effectiveness of G8.B1.S2

8th Grade student samples of their comprehension questions from student textbook.

Person or Persons Responsible

Middle School Science Chair

Target Dates or Schedule

Biweekly

Evidence of Completion

District 8th Grade Science Interim data will be analyzed to monitor student progress and strategies used to determine if there is a need to modify instructional practices.

G8.B2 8th Grade students scoring level 4 and above present weakness in the scientific process. Independent Variables is an essential part of this component that students display difficulty answering comprehension questions when given a specific scientific process question pertaining to independent variables.

G8.B2.S1 Eighth grade students will participate in hands-on exploration of scientific concepts, focusing on Independent Variables

Action Step 1

8th Grade Science lab books will incorporate the scientific processes.

Person or Persons Responsible

8th Grade Science Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Completed 8th Grade Science lab books.

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

8th Grade lab books focusing on Independent Variables.

Person or Persons Responsible

Middle School Science Department Chair and APC

Target Dates or Schedule

Bi-weekly

Evidence of Completion

8th Grade students lab books.

Plan to Monitor Effectiveness of G8.B2.S1

8th Grade Student lab book.

Person or Persons Responsible

8th Grade Science chair

Target Dates or Schedule

bi-weekly

Evidence of Completion

8th Grade District Interim data will be analyzed to monitor student progress and strategies used to determine if there is a need to modify instructional practices.

G8.B2.S2 Eighth grade students will then apply comprehension questions of independent variables using Course textbook.

Action Step 1

8th Grade Science Course textbooks will incorporate the scientific processes.

Person or Persons Responsible

8th Grade Science Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Completed 8th Grade Science textbooks

Plan to Monitor Fidelity of Implementation of G8.B2.S2

8th Grade Comprehension questions from Course textbooks focusing on Independent Variables.

Person or Persons Responsible

Middle School Science Department Chair and APC

Target Dates or Schedule

Bi-weekly

Evidence of Completion

8th Grade students comprehension answers from Course textbook

Plan to Monitor Effectiveness of G8.B2.S2

8th Grade Student Science Course textbook

Person or Persons Responsible

8th Grade Science chair

Target Dates or Schedule

bi-weekly

Evidence of Completion

8th Grade District Interim data will be analyzed to monitor student progress and strategies used to determine if there is a need to modify instructional practices.

G9. The results of the 2013 Biology EOC indicate that 100% of the students reached a level 3 or above. It is our goal to maintain student proficiency on the 2014 EOC.

G9.B1 Students scoring level 3 on the Biology EOC need to better model abstract concepts in the reporting category of Life Science due to limited access to labs.

G9.B1.S2 Students will participate in more labs and hands-on activities in the classroom. They will use GIZMOS to simulate Life Science concepts when labs are not available.

Action Step 1

Teachers will schedule weekly laboratory experiments for students with appropriate pre and post lessons.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Bi-weekly assessments. District Interim assessment. Work samples.

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

Will review lab investigations in Science Lab notebooks.

Person or Persons Responsible

The science teachers and APC

Target Dates or Schedule

Biweekly

Evidence of Completion

Submitted Science lab notebook.

Plan to Monitor Effectiveness of G9.B1.S2

Review student samples of labs and ongoing data chats with departments.

Person or Persons Responsible

Science Chairperson

Target Dates or Schedule

Biweekly

Evidence of Completion

Student work samples, District Interim assessments, 2014 Biology EOC.

G9.B2 Students scoring level 4 and 5 on the Biology 1 EOC Assessment have a difficulty developing proficiency in critical thinking techniques in the Reporting Category of Life Science due to limited access to rigorous content.

G9.B2.S1 Students will participate in more classroom labs. They will use concrete models to visualize molecular concepts and implement GIZMOS in order to participate in simulations.

Action Step 1

Students will participate in GIZMOS labs.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Bi-weekly assessments. District Interim Assessments. Students work samples.

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

Review of projects and on-going data chats with teacher. Teacher and students will monitor fidelity of student progress.

Person or Persons Responsible

The LLT, Administration and Science Department Chair.

Target Dates or Schedule

On-going and Post-district assessments.

Evidence of Completion

Formative: Bi-weekly Assessments, District Interim Assessments, student work samples. Summative: 2014 Biology 1 EOC Assessment.

Plan to Monitor Effectiveness of G9.B2.S1

Review of on-going data chats with departments, teachers, and students to monitor fidelity of student progress.

Person or Persons Responsible

The LLT, Administration, and Science Chairperson.

Target Dates or Schedule

On-going and Post-District Assessment.

Evidence of Completion

Formative: Bi-weekly Assessments, District Interim Assessments, student work samples. Summative: 2014 Biology 1 EOC Assessment.

G10. Our goal for STEM is to increase opportunities for students to participate in STEM applied learning through extracurricular competitions by 10%.

G10.B1 Adequate classroom time to prepare and practice for local and state level competitions with in the academic day.

G10.B1.S1 Provide students with the opportunity to join after school clubs in which practice and preparation time is provided for local and state competitions.

Action Step 1

We will establish a timeline of STEM related competitions and involve students in project based learning that can be integrated into the current curriculum.

Person or Persons Responsible

Teachers and Department Chairpersons.

Target Dates or Schedule

On-going

Evidence of Completion

The percentage of students participating in competitions and placement of teams in competitions.

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

We will establish a timeline of STEM related competitions and involve students in project based learning that can be integrated into the current curriculum. We will provided teachers with resources and equipment to facilitate successful team participation.

Person or Persons Responsible

Administration and Department chairpersons.

Target Dates or Schedule

On-going

Evidence of Completion

Participation in competitions and level of placement at competitions.

Plan to Monitor Effectiveness of G10.B1.S1

We will establish a timeline of STEM related competitions and involve students in project based learning that can be integrated into the current curriculum. We will provided teachers with resources and equipment to facilitate successful team participation.

Person or Persons Responsible

Administration, department Chairpersons, and Teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student participation in competitions and level of placement at the competitions.

G11. Our goal for Career and Technical Education (CTE) is to increase the number of students participating in CTE by 10%.

G11.B1 Adequate classroom and curriculum to offer a CTE course for our middle school students.

G11.B1.S1 Provide students with opportunities to participate in Career and Technical Educational sessions.

Action Step 1

Students will attend the District Career Expo. in February and attend District sponsored Magnet fair in which Career and Technical school presenters are invited.

Person or Persons Responsible

Teachers and Department Chairpersons.

Target Dates or Schedule

On-going.

Evidence of Completion

Attendance and sign-in logs.

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

Attend District sponsored Career Expo. and sponsor a School Magnet Fair.

Person or Persons Responsible

Activities Director, Counselors, and Administration.

Target Dates or Schedule

On-going

Evidence of Completion

Attendance log and Sign-in sheet.

Plan to Monitor Effectiveness of G11.B1.S1

Attend District sponsored Career Expo. and sponsor a School Magnet Fair.

Person or Persons Responsible

Activities Director, Counselors, and Administration.

Target Dates or Schedule

On-going

Evidence of Completion

Sign-in Sheet and attendance log.

G12. The results of the Civics EOC Baseline Assessment indicate that 33% of students achieved a level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 10 percentage points to 44%.

G12.B1 The results of 2013 Civics EOC Baseline Assessment indicate that students had the greatest difficulty with Organization and Function of Government.

G12.B1.S1 • Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements.

Action Step 1

Provide common planning time in which teachers utilize district pacing guides for planning of lessons.

Person or Persons Responsible

Civics teachers and Department Chairperson.

Target Dates or Schedule

Weekly

Evidence of Completion

Data from formative assessment will be analyzed and instruction modified as needed.

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

Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics to become more familiar with Government Policies and Political Processes.

Person or Persons Responsible

Civics teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G12.B1.S1

Data analysis through curriculum meetings and on-going data chats with Department, teachers, and students held post administration of Interim Assessments to ensure progress is being made.

Person or Persons Responsible

The LLT, Administration, and Civics Department Chair

Target Dates or Schedule

On-going and Post Assessment.

Evidence of Completion

Interim Assessment and Student work Samples.

G13. Our goal for the 2013-2014 Early Warning System (EWS) is to use the indicator to identify at-risk students in order to provide appropriate interventions and supports in a timely manner.

G13.B1 Three percent of the overall student body has missed 10% or more of instructional time. Our goal is to decrease the percent of students missing 10% of instructional time by 1 percentage point. Students need to increase awareness ways

G13.B1.S1 Student services will provide parents with Board policies in reference to attendance.

Action Step 1

Student services will monitor student attendance

Person or Persons Responsible

Student services

Target Dates or Schedule

On-going

Evidence of Completion

Parent contact logs and increase attendance.

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

Monitor student at risk logs and maintain contact with students and parents alike.

Person or Persons Responsible

Administration, grade level chairperson.

Target Dates or Schedule

On-going

Evidence of Completion

Increased attendance

Plan to Monitor Effectiveness of G13.B1.S1

Monitor attendance bulletin

Person or Persons Responsible

Student services personnel

Target Dates or Schedule

Weekly

Evidence of Completion

Increased attendance

G13.B2 Two percent of students received behavioral referrals. Our goal is to decrease referrals by 1 percentage point. More incentives will be available to reward positive behavior.

G13.B2.S1 Identify and refer students who receive behavioral referrals to students services for counseling.

Action Step 1

Provide students and parents with Student code of Conduct

Person or Persons Responsible

Student Services

Target Dates or Schedule

ongoing

Evidence of Completion

Reduction in behavioral referrals.

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

SCAM reports

Person or Persons Responsible

Student services

Target Dates or Schedule

ongoing

Evidence of Completion

Reduction in issued referrals

Plan to Monitor Effectiveness of G13.B2.S1

Monitor referral reports

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Reduction in percentage of students receiving behavioral referrals.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G13.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G14. In monitoring the Early Warning System, our school will increase academic success by decreasing the number of students who missed 10% or more of available instructional time by 1 percentage point from 3% to 2%.

G14.B1 Truancy issues are attributed to unstable living conditions such as, grandparents, change of school hours and staggered arrival and dismissal.

G14.B1.S1 Identify and refer students who may be developing a pattern of nonattendance to the counselor for intervention services.

Action Step 1

Provide awareness as to the Attendance and Truancy policy for MDCPS via Connected, School Marquee and School Website.

Person or Persons Responsible

Teachers, counselor, and Assistant Principals.

Target Dates or Schedule

Weekly updates

Evidence of Completion

Attendance reports, COGNOS.

Action Step 2

Provide awareness as to the Attendance and Truancy policy for MDCPS via Connected, School Marquee and School Website.

Person or Persons Responsible

Teachers, counselor, and Assistant Principals.

Target Dates or Schedule

Weekly updates

Evidence of Completion

Attendance reports, COGNOS.

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

Attendance reports will be monitored weekly to identify students that may be developing a pattern of truancy and nonattendance.

Person or Persons Responsible

Administrator and Counselors.

Target Dates or Schedule

On-going

Evidence of Completion

Attendance reports.

Plan to Monitor Effectiveness of G14.B1.S1

The FCTM will be utilized to monitor student progress.

Person or Persons Responsible

Counselor and Administrators.

Target Dates or Schedule

On-going

Evidence of Completion

Student service data.

G15. During the 2012-2013 school year, parent participation by ELL parents at school-wide activities was 19%. Our goal is to increase ELL parent participation at school-wide activities by 6 percentage points to 25%.

G15.B1 Parents of ELL students have limited awareness of the PTSA due to an unsuccessful recruiting campaign.

G15.B1.S1 During the 2013-2014 school year PTSA and Devon Aire K-8 Center faculty will inform families of the opportunities for involvement utilizing the Connected telephone system, email registration, PTSA membership drive, Open House and New Student Orientation.

Action Step 1

Implement membership drive to actively increase PTSA membership, involvement through volunteering and attendance at Open House.

Person or Persons Responsible

PTSA, teachers, and Administration

Target Dates or Schedule

Opening of School, New Student Orientation, and on-going

Evidence of Completion

PTSA membership log, attendance sign-in sheets, and volunteer logs.

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

Review of PTSA membership, attendance sign-in sheets, and volunteer logs.

Person or Persons Responsible

Activities Director, PTSA membership VP, and administration.

Target Dates or Schedule

On-going

Evidence of Completion

PTSA membership, sign-in sheets, and volunteer logs.

Plan to Monitor Effectiveness of G15.B1.S1

Review of sign-in sheets, Membership logs, and volunteer logs to determine the number of ELL parents who are attending school activities.

Person or Persons Responsible

Administration, PTSA, and Activities Director.

Target Dates or Schedule

On-going

Evidence of Completion

PTSA membership roster, Sign-in sheets, and Volunteer logs.

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

English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- professional development on best practices for ESOL and content area teachers
- reading and supplementary instructional materials(K-12)

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT Reading Test indicate that 74% of students achieved a proficiency level of 3 or above. Our goal for the 2014 Reading FCAT is to increase the proficiency of students scoring a level 3 or above by 6 percentage points to 80%.

G1.B4 The area of deficiency for students who achieved level 3 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2: Reading Application.

G1.B4.S1 • Leadership Committee • Professional Development for teachers • Department/Grade level meetings • Data Chats • Mid-Year reflection/meeting/action plan • FCAT Parent Night • MONITOR FOR FIDELITY • Administrative walkthroughs • Grade level chair support • SIP team/data analysis

PD Opportunity 1

• Maintain Student Reading Response Journals • Reading Plus • Accelerated Reader (STAR) • FCAT Focus/Explorer • Differentiated Instruction BrainPop will be used with all students

Facilitator

Grade level chair and District PD's

Participants

APC Grade level chair support SIP team/data analysis

Target Dates or Schedule

Monthly data chats

Evidence of Completion

• Baseline Assessment • Interim Assessment • Edusoft program for data analysis • Formal and informal assessment • Results for 2014 FCAT 2.0

G2. The results of the 2013 FCAT Writes indicates that 62% (218) students scored 3.5-6.0. Our goal for the 2014 FCAT Writes is to increase the number of students scoring 3.5-6.0 by 4 percentage points to 66%.

G2.B1 The areas of deficiency for fourth grade as noted on the 2013 administration of the FCAT Writing were conventions and elaboration in the area of narrative essays that include a topic sentence, supporting details, and relevant information.

G2.B1.S1 • During writing instruction students will develop a prewriting plan that include: main idea, descriptive details, characters, a sequence of events and settings. • Students will include the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced narrative writing prompts. • Students will create and maintain a writing journal reflecting specific writing components as they are taught.

PD Opportunity 1

• Small group guided instruction along with peer editing and revision. • Implementation of Writer of the Month based on demonstration of an understanding of the monthly writing focus. • Continued use of exemplary papers and the 6-point rubric as instruments of instruction in the classroom.

Facilitator

District professional development for teachers' writing workshops

Participants

All core teachers

Target Dates or Schedule

Bi weekly

Evidence of Completion

• Interim/Baseline • Formal/Informal Assessments • Edusoft program for data analysis

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT Reading Test indicate that 74% of students achieved a proficiency level of 3 or above. Our goal for the 2014 Reading FCAT is to increase the proficiency of students scoring a level 3 or above by 6 percentage points to 80%.	\$2,095
Total		\$2,095

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC		\$2,095
Total		\$2,095

Budget Details

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

G1. The results of the 2013 FCAT Reading Test indicate that 74% of students achieved a proficiency level of 3 or above. Our goal for the 2014 Reading FCAT is to increase the proficiency of students scoring a level 3 or above by 6 percentage points to 80%.

G1.B4 The area of deficiency for students who achieved level 3 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2: Reading Application.

G1.B4.S1 • Leadership Committee • Professional Development for teachers • Department/Grade level meetings • Data Chats • Mid-Year reflection/meeting/action plan • FCAT Parent Night • MONITOR FOR FIDELITY • Administrative walkthroughs • Grade level chair support • SIP team/data analysis

Action Step 1

• Maintain Student Reading Response Journals • Reading Plus • Accelerated Reader (STAR) • FCAT Focus/Explorer • Differentiated Instruction BrainPop will be used with all students

Resource Type

Evidence-Based Program

Resource

Brain Pop

Funding Source

EESAC

Amount Needed

\$2,095