



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Theodore R. And Thelma A. Gibson Charter School**

1698 & 1682 NW 4TH AVE

Miami, FL 33136

305-438-0895

<http://gibsoncharter.dadeschools.net>

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## School Demographics

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**School Type**  
Combination School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
99%

**Alternative/ESE Center**  
No

**Charter School**  
Yes

**Minority Rate**  
100%

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## School Grades History

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**2013-14**  
C

**2012-13**  
C

**2011-12**  
D

**2010-11**  
D

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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

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

## Current School Status

### School Information

#### School-Level Information

##### School

Theodore R. And Thelma A. Gibson Charter

##### Principal

Eddith Houlihan/ Fareed Khan T

##### School Advisory Council chair

Charles Gibson

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

Name	Title
Fareed Khan	Principial
Marisa Anderson	Administrative Assistant
Terrell McDaniel	Dean of Discipline
John Hickey	Math and Science
Sergio Bonilla	Language Arts

#### 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

Chairperson: Mr. Charles Gibson

Principal: Mr. Fareed Khan

Teacher Representative: Mr. John Hickey

Alternate Teacher Representative: Mr. Sergio Bonilla

Parent Representative: Lymicka Washington

Alternate Parent Representative: Kelvin Harris

Student Representative: Lamaria Washington

Alternate Student Representative: Kemani Harris

Educational Support Employee Representative: Carleen Marisa Anderson

Alternate Educational Support Employee Representative: Lisset Yanes

Business Community Representative: Lisa Arneaud

Business Community Representative: Les Roberts

**Involvement of the SAC in the development of the SIP**

The SAC works with the principal and community to determine what are the best instructional practices and methods to have the school move forward to become an "A" school.

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

The SAC will meet with school officials to discuss the School Improvement plan.

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

i-Ready - Reading and Math differentiated-driven computer program - \$700  
Field trips, and other incentives for students putting forth maximum effort - \$525

**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**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Eddith Houlihan/ Fareed Khan T**

Principal

Years as Administrator: 10

Years at Current School: 4

**Credentials**

-BA/Liberal arts,  
Florida  
International  
University;  
-MS/ Health  
Education,  
Florida  
International  
University  
-Ed. Specialist,  
Education  
Leadership,  
NOVA  
Southeastern  
University  
-FL Certification  
Educational  
Leadership

**Performance Record**

2012-2013 Gibson Charter School  
Grade: C  
Reading Mastery: 32%  
Math Mastery: 35%  
Science Mastery: 41%  
Learning Gains: Reading 65% Math 69%  
Lowest 25%: Reading 67% Math 70%  
2011-2012 Gibson Charter School  
Grade: D  
Reading Mastery: 32%  
Math Mastery: 28%  
Science Mastery: 27%  
Learning Gains: Reading 62% Math 51%  
Lowest 25%: Reading 80% Math 59%  
2010-2011 Gibson Charter School  
Grade: D  
Reading Mastery: 26%  
Math Mastery: 38%  
Science Mastery: 18%  
AYP: N  
Learning Gains: Reading 55% Math 73%  
Lowest 25%: Reading 55% Math 72%  
Apollo Middle School in 2009-2010  
Grade: A  
Reading Mastery: 64%  
Math Mastery: 69%  
Science Mastery: 32%  
Writing Mastery: 96%  
Attucks Middle 2008-09



Grade: A  
 Reading Mastery: 63%  
 Math Mastery: 61%  
 Science Mastery: 31%  
 Writing Mastery: 97%  
 AYP: Total, Black and Economically Disadvantaged did not make AYP in Reading; Total, White and Black did not make AYP in Math

**Classroom Teachers**

<b># of classroom teachers</b>	16
<b># receiving effective rating or higher</b>	10, 63%
<b># Highly Qualified Teachers</b>	56%
<b># certified in-field</b>	16, 100%
<b># ESOL endorsed</b>	2, 13%
<b># reading endorsed</b>	2, 13%
<b># with advanced degrees</b>	5, 31%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	1, 6%
<b># with 1-5 years of experience</b>	10, 63%
<b># with 6-14 years of experience</b>	5, 31%
<b># with 15 or more years of experience</b>	1, 6%

**Other Instructional Personnel**

<b># of instructional personnel not captured in the sections above</b>	0
<b># receiving effective rating or higher</b>	(not entered because basis is < 10)

## **Teacher Recruitment and Retention Strategies**

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

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

Fareed Khan attends job fairs and uses an intricate rubric to review resumes and conduct interviews. Administration also created an teacher incentive program for returning teachers based on how the teacher's students performed on the FCAT Assessment last year. Students are given a specific amount of points based on the students' scores and the points are then translated to a scale to provide bonuses.

## **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**

Ms. Kendra Williams - Ms. Jennifer Hubbard - Ms. Williams is an experienced teacher and has experience teaching in this setting. Meet periodically to plan using evidence based strategies as well as differentiated instructional techniques. The program will include lesson plan formulation, model teaches, joint professional developments, and student data evaluation.

Mr. Sergio Bonilla - Ms. Katie Shaw - Mr. Bonilla is an experienced teacher and has experience teaching in reading. Meet periodically to plan using evidence based strategies as well as writing techniques. The program will include lesson plan formulation, model teaches, joint professional developments, and student data evaluation.

Mr. John Hickey - Mr. Danny Elijah Fernandez - Mr. Hickey is an experienced teacher and has experience teaching in math and science. Meet periodically to plan using evidence based strategies to inject math into the curriculum. The program will include lesson plan formulation, model teaches, joint professional developments, and student data evaluation.

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

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

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

The MTSS team receives the data from the benchmark testing and disseminates it to all teachers. Each teacher then creates an action plan to address every student's weakest areas.

The MTSS team holds meetings with the staff to ensure the action plans are being honored. Student samples and lesson plans will be reviewed by the MTSS Team along with conducting classroom observations.

The MTSS Team along with the testing coordinator will provide students with Mini-Assessments to determine if the instruction is being effective.

The MTSS team will ensure the necessary students are in the appropriate Tler (Tier 1, Tier 2, or Tier 3). The team will also monitor the necessary data is collected and placed in the RTI Binder.

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

1. All members of the MTSS Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. All members of the MTSS Team will monitor the fidelity of the delivery of instruction and intervention.
3. All members will make sure all teachers honor the Florida MTSS process to determine whether students are placed in the appropriate Tiers.

Fareed Khan - Will review weekly lesson plans, conduct classroom observations, monitor Mini-Assessment Data

Carleen Anderson - Ensure teachers are turning in action plans, help keep track of student behavioral files, conduct classroom observations, attend monthly school-wide meetings

Sergio Bonilla - Monitor the middle school's behavioral and academic plans through monthly meetings, data chats, and classroom observations.

John Hickey - Monitor the elementary school's behavioral and academic plans through monthly meetings, data chats, and classroom observations.

Terrell McDaniel - Monitor behavioral and academic plans through monthly meetings, data chats with parents, and conducting classroom observations.

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

The MTSS Team will meet monthly to review the SIP's fidelity to discuss instructional strategies and the evidence being used to ensure the appropriate techniques are being applied in the classroom.

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

The district administered assessments in reading, mathematics, science, and writing will be accessed by the MTSS Team and shared with the entire teaching staff.

The MTSS Team will analyze the data through the Edusoft program to develop a variety of reports to determine students' most dire needs.

The MTSS Team will monitor teachers' lesson plans, action plans, student work, and results from Mini-Assessments to monitor the students' progress.

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

The MTSS Team will participate in Professional Learning Communities and Study Groups (this will include book studies) to ensure that staff members have a clear understanding of how to enhance teaching; develop and implement instructional routines that use complex text and incorporate text dependent questions; develop lessons that provide students with opportunities for research and incorporate writing based on the district administered data analysis.

The teachers' action plans will consist of identifying problems, compiling resources, and implementing strategies to solve the data-based problems.

## **Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 6,000

Students will receive differentiated instruction to work on their weakest areas in all core subjects after school four times a week.

### **Strategy Purpose(s)**

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

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

Teachers will administer mini-assessments throughout the tutoring process to alter instruction to meet specific needs.

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

Administration and Literacy Leadership Team

## **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Fareed Khan	Principal
Carleen Anderson	Administrative Assistant
John Hickey	Math and Science teacher
Sergio Bonilla	Language Arts teacher
Terrell Mcdaniel	Dean of Discipline

### **How the school-based LLT functions**

The LLT will monitor the process by which teachers are:

- Providing scaffolding that does not preempt or replace text reading by students.
- Developing and asking text dependent questions from a range of question types.
- Emphasizing students supporting their answers based upon evidence from the text.
- Providing extensive research and writing opportunities (claims and evidence).

The LLT Team will analyze disaggregate data and report to teachers and administration, create data charts for display for students, encourage student performance in regularly scheduled events and celebrate successes with students and teachers.

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

Novel Reading Contest - The school will promote novel reading by providing prizes for students who read a novel and complete the appropriate book report and test to prove they read the novel. This is a means of promoting reading on a school-wide level and encouraging students to delve deep into a novel's contents.

i-Ready contest - The school will provide incentives for students who are successfully completing lessons on i-Ready because the program is designed to meet a student's individual needs.

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

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

Every teacher receives a professional development class teaching how to implement reading strategies into every subject. Students are required to have reading logs and complete sessions of a literacy-related program called i-Ready in every classroom.

## **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**

One of the ways our school reaches out into the community it involves starting conversations and planning activities with churches, temples, local ethnic groups, and community-based organizations. We work with the organization to create programs that promote our school image in a positive and community-oriented way. We establish a developing relationship and implement community outreach programs including social and school orientations and awareness incentives. We also set up internal events, fairs and other community events to incorporate our school into the community.

## **College and Career Readiness**

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

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

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

### **Strategies for improving student readiness for the public postsecondary level**

## 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	31%	32%	Yes	38%
American Indian				
Asian				
Black/African American	31%	31%	Yes	38%
Hispanic				
White				
English language learners				
Students with disabilities	29%	0%	No	36%
Economically disadvantaged	32%	30%	No	39%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	23%	27%
Students scoring at or above Achievement Level 4	15	9%	11%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

### 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	30	64%	68%
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	36%	35%	Yes	42%
American Indian				
Asian				
Black/African American	37%	33%	No	43%
Hispanic				
White				
English language learners				
Students with disabilities	29%	0%	No	36%
Economically disadvantaged	36%	35%	No	42%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	23%	28%
Students scoring at or above Achievement Level 4	19	12%	14%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		75%	78%

**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	10	34%	37%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		18%

**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	[data excluded for privacy reasons]		30%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		9%

**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)	30		5
Participation in STEM-related experiences provided for students	30	30%	35%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	5%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	50%
Students taking CTE industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE industry certification exams		0%	50%
CTE program concentrators	0	0%	1%
CTE teachers holding appropriate industry certifications	0	0%	1%

**Area 7: Social Studies**



**U.S. History End-of-Course (EOC) Assessment**

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

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

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	49	19%	18%
Students retained, pursuant to s. 1008.25, F.S.	13	9%	8%
Students who are not proficient in reading by third grade	18	95%	86%
Students who receive two or more behavior referrals	7	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	16	6%	5%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	49	19%	18%
Students who fail a mathematics course	5	5%	4%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	1	1%	1%
Students who receive two or more behavior referrals	7	3%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	16	6%	5%

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

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

- G1.** Our goal for the 2013-14 school year is to increase the FCAT 2.0 overall proficiency from 32% to 38% by 6 percentage points on the FCAT 2.0 Reading Assessment.
- G2.** Our goal for the 2013-14 school year is to increase the FCAT 2.0 Writing proficiency from a combined 64% to 68% by 4 percentage points.
- G3.** Our goal for the 2013-14 school year is to increase student proficiency on the FCAT 2.0 Math from 35% to 42%, an increase of 7 percentage points.
- G4.** Our goal for the 2013-14 school year is to increase the Middle School Acceleration program from 9 students to 12 students, an increase of 3 students.
- G5.** Our goal for the 2013-2014 school year is to increase students who are proficient on the Algebra 1 EOC from 89% to 91%, and increase of 2 percent.
- G6.** Our goal for the 2014 5th grade Science FCAT 2.0 is to increase proficiency from 51% to 55%, an increase of 4 percentage points.
- G7.** Our goal for the 2014 8th grade Science FCAT 2.0 is to increase proficiency from 32% to 39%, an increase of 7 percentage points.
- G8.** Our goal for the 2013-2014 school year is to increase number of STEM experiences from 40 to 50, an increase of 25%.
- G9.** Our goal for the 2013-14 school year is to increase the CTE education from 0% to 5% by 5 percentage points.
- G10.** Our goal for the 2013-2014 school year is to increase students who are proficient on the Civics EOC from 0% to 10%, an increase of 10 percent.
- G11.** Our goal for the 2013-14 school year is to improve in all the Early Warning Systems target areas in the Elementary School.
- G12.** Our goal for the 2013-14 school year is to improve in all the Early Warning Systems target areas in the Middle School.
- G13.** Our goal for the 2013-2014 school year is to increase school parent nights from 6 to 8, an increase of 33%.

## Goals Detail

**G1.** Our goal for the 2013-14 school year is to increase the FCAT 2.0 overall proficiency from 32% to 38% by 6 percentage points on the FCAT 2.0 Reading Assessment.

### **Targets Supported**

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

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

- Provide a variety of instructional strategies and activities that will develop higher order thinking, including: • graphic organizers (e.g. note taking, mapping) • summarization activities • questioning the author • anchoring conclusions back to the text (e.g. explaining and justifying decisions) • opinion proofs (e.g. giving an opinion, finding facts to support the opinion within the text) • text marking (e.g. making marginal notes, highlighting) • encouraging students to read from a wide variety of texts. • increased usage of common core texts • Computer assisted programs (i-Ready and Journey Voyagers)

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

- The area of deficiency in the Black subgroup performance on the 2013 FCAT 2.0 Reading Assessment was the Reading Application Category.
- The area of deficiency in the Economically Disadvantaged subgroup as noted on the 2013 FCAT 2.0 Reading Assessment was the Reading Application Category.
- The area of deficiency for students who scored level 3 as noted on the 2013 FCAT 2.0 Reading Assessment was the Reading Application Category.
- The area of deficiency for students who scored level 4 and 5 student proficiency on the 2013 FCAT 2.0 Reading Assessment was the Reading Application Category.
- The area of deficiency from the students making learning gains on the 2013 FCAT 2.0 Reading Assessment was the Reading Application Category.
- The area of deficiency for the lowest 25% achieving learning gains on the 2013 FCAT 2.0 Reading Assessment was the Reading Application Category.

### **Plan to Monitor Progress Toward the Goal**

#### Strategy Implementation

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

Administration and MTSS Team will monitor progress towards goal.

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

Following the FCIM model, the MTSS team will analyze classroom observations bi-monthly lesson plans, weekly, and on-going progress monitoring data to ensure progress is being made and adjust intervention as needed.

#### **Evidence of Completion:**

Formative Assessment: FAIR data, District Interim Assessment Data, performance on classroom assessments, Mini-Assessments, student work, and i-Ready lesson tracking Summative Assessment: FCAT 2.0 Reading Assessment

**G2.** Our goal for the 2013-14 school year is to increase the FCAT 2.0 Writing proficiency from a combined 64% to 68% by 4 percentage points.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Graphic organizers, Shirley Grammar workbooks, and anchor papers

**Targeted Barriers to Achieving the Goal**

- The area of deficiency for 8th grade students who scored 3.5 and above on the FCAT 2.0 Writing Assessment was the Reporting Category of Support.
- The area of deficiency for 4th grade students who scored 3.5 and above on the FCAT 2.0 Writing Assessment was the Reporting Category of Writing Application.

**Plan to Monitor Progress Toward the Goal**

Strategy Implementation

**Person or Persons Responsible**

The MTSS Team and administration will monitor for progress toward meeting goal.

**Target Dates or Schedule:**

Bi-monthly writing prompts will be administered and scored in order to monitor students' progress and adjust instructional focus as needed.

**Evidence of Completion:**

Formative Assessment: District Baseline data, bi monthly writing prompts, student samples showing the evolution of the written piece transformed via the 5-step writing process. Summative Assessment: FCAT Writing Assessment

**G3.** Our goal for the 2013-14 school year is to increase student proficiency on the FCAT 2.0 Math from 35% to 42%, an increase of 7 percentage points.

#### **Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

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

- Gizmos, i-Ready program, Success Academy, Go Math!

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

- The Economically Disadvantaged subgroup did not make their AMO, as noted on the 2013 Math FCAT 2.0. The proficiency of this subgroup will increase on the 2014 Math FCAT 2.0 from 35% to 42%, an increase of 7 percent.
- The Black subgroup did not make their AMO, as noted on the 2013 Math FCAT 2.0. The proficiency of this subgroup will increase on the 2014 Math FCAT 2.0 from 33% to 43%, an increase of 10 percent.
- The area of deficiency for students who scored at Level 3, as noted on the 2013 Math FCAT 2.0, was the Geometry and Measurement category. The percentage of students who score at achievement Level 3 on the 2014 Math FCAT 2.0 will increase from 23% to 28%, an increase of 5 percent.
- The area of deficiency for students who scored at Level 4 or above, as noted on the 2013 Math FCAT 2.0, was the Geometry and Measurement category. The percentage of students who score at achievement Level 4 or 5 on the 2014 Math FCAT 2.0 will increase from 12% to 14%, an increase of 2 percent.
- The area of deficiency for students who achieved learning gains, as noted on the 2013 Math FCAT 2.0, was the Fractions, Ratios, Proportional Relationships, and Statistics category. The percentage of students who achieve learning gains on the 2014 Math FCAT 2.0 will increase from 66% to 69%, an increase of 3 percent.
- The area of deficiency for the lowest 25% of students who achieved learning gains, as noted on the 2013 Math FCAT 2.0, was the Geometry and Measurement category. The percentage of lowest 25% of students who achieve learning gains on the 2014 Math FCAT 2.0 will increase from 75% to 78%, an increase of 3 percent.

#### **Plan to Monitor Progress Toward the Goal**

Administration will monitor the progress of students with online assessments, mini-benchmark testing, and during district interim testing.

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

Teacher Math Coach MTSS

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

Teachers will use classroom assessment to monitor the progress of students on a regular basis. Administration will monitor the progress of students with online assessments, mini-benchmark tests, and district interim testing on a bi-monthly and monthly basis.

#### **Evidence of Completion:**

Formative: Tutorial Data Reports, Teacher Lesson Plans, Mini-Benchmark Assessments, District Interim Assessments  
Summative: 2014 FCAT 2.0 Assessment

**G4.** Our goal for the 2013-14 school year is to increase the Middle School Acceleration program from 9 students to 12 students, an increase of 3 students.

**Targets Supported**

- Math (Middle School Acceleration)

**Resources Available to Support the Goal**

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**Targeted Barriers to Achieving the Goal**

- The number of students who participated in an EOC and Industry Certification was 9 during the 2012-2013 school year. That number will increase to 12 students.
- Our goal for the 2013-14 school year is to increase student proficiency on Math EOCs from 89% to 93%, an increase of 4 percent.

**Plan to Monitor Progress Toward the Goal**

Progress toward meeting goal will be monitored through data analysis from various assessments.

**Person or Persons Responsible**

Teacher Math Coach MTSS

**Target Dates or Schedule:**

Data will be collected and analyzed on a biweekly basis for mini benchmark assessments. Data will be collected and analyzed every 6-8 weeks for District Interim Assessments.

**Evidence of Completion:**

Formative Assessments: District Interim Assessments, Mini Benchmark Assessments, Tutoring Attendance Logs, Pull Out Schedule Summative Assessment: Algebra 1 EOC, Geometry 1 EOC

**G5.** Our goal for the 2013-2014 school year is to increase students who are proficient on the Algebra 1 EOC from 89% to 91%, and increase of 2 percent.

**Targets Supported**

- Math ()
- Algebra 1 EOC

**Resources Available to Support the Goal**

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**Targeted Barriers to Achieving the Goal**

- The percentage of students who score at achievement Level 3 on the 2014 EOC will increase from 44% to 46%, an increase of 2 percent.
- The percentage of students who score at achievement Level 4 or 5 on the 2014 Algebra EOC will increase from 44% to 45%, an increase of 1 percent.

## Plan to Monitor Progress Toward the Goal

Progress toward meeting goal will be monitored as data is analyzed from mini benchmark assessments and district interim assessments.

### Person or Persons Responsible

Teacher Math Coach MTSS

### Target Dates or Schedule:

Data will be analyzed on a biweekly data in the case of mini benchmark assessments. Data will be analyzed every 6-8 weeks in the case of district interim assessments.

### Evidence of Completion:

Formative: Mini Benchmark Assessments, District Benchmark Assessments, Lesson Plans Summative: 2014 Algebra 1 EOC

**G6.** Our goal for the 2014 5th grade Science FCAT 2.0 is to increase proficiency from 51% to 55%, an increase of 4 percentage points.

### Targets Supported

- Science
- Science - Elementary School

### Resources Available to Support the Goal

- Discovery Education, Brain-Pop, Gizmos, District Essential Labs

### Targeted Barriers to Achieving the Goal

- The area of deficiency for 5th grade students who scored at Level 3, as noted on the 2013 Science FCAT 2.0, was the Physical Science category. The percentage of students who score at achievement Level 3 on the 2014 Science FCAT 2.0 will increase from 34% to 37%, an increase of 3 percent.
- The area of deficiency for 5th grade students who scored at Level 4 or above as noted on the 2013 Science FCAT 2.0 was the Physical Science category. The percentage of students who score at Level 4 or above on the 2014 Science FCAT 2.0 will increase from 17% to 18%, an increase of 1 percent.

## Plan to Monitor Progress Toward the Goal

Teacher, administration, and Science Coach will monitor progress towards meeting goal through analyzing data from formative assessments.

### Person or Persons Responsible

Teacher Science Club Sponsor Science Coach MTSS

### Target Dates or Schedule:

The classroom teacher with guidance from administration and the Science Coach will monitor effectiveness on a bi-weekly basis on mini-benchmark assessment and on district interim assessments every 6-8 weeks.

### Evidence of Completion:

Formative: Interim Assessments, Mini Benchmark Tests, Lesson Plans, Student Portfolio/Science Journal Summative: 2014 FCAT Science Test.



**G7.** Our goal for the 2014 8th grade Science FCAT 2.0 is to increase proficiency from 32% to 39%, an increase of 7 percentage points.

**Targets Supported**

- Science
- Science - Middle School

**Resources Available to Support the Goal**

- Adaptive Curriculum, Discovery Education, Brain-Pop, Gizmos

**Targeted Barriers to Achieving the Goal**

- The area of deficiency for 8th grade students who scored at Level 3, as noted on the 2013 Science FCAT 2.0, was the Physical Science category. The percentage of students who score at achievement Level 3 on the 2014 Science FCAT 2.0 will increase from 25% to 30%, an increase of 5 percent.
- The area of deficiency for 8th grade students who scored at Level 4 or above, as noted on the 2013 Science FCAT 2.0, was the Physical Science category. The percentage of students who score at achievement Level 4 or above on the 2014 Science FCAT 2.0 will increase from 7% to 9%, an increase of 2 percent.

**Plan to Monitor Progress Toward the Goal**

Teacher, MTSS, and Science Coach will monitor progress towards meeting goal through analyzing data from formative assessments.

**Person or Persons Responsible**

Teacher Science Club Sponsor Science Coach Administration

**Target Dates or Schedule:**

The classroom teacher with guidance from MTSS and the Science Coach will monitor effectiveness on a bi-weekly basis on mini-benchmark assessment and on district interim assessments every 6-8 weeks.

**Evidence of Completion:**

Formative: Interim Assessments, Mini Benchmark Tests, Lesson Plans, Student Portfolio/Science Journal Summative: 2014 FCAT Science Test

**G8.** Our goal for the 2013-2014 school year is to increase number of STEM experiences from 40 to 50, an increase of 25%.

**Targets Supported**

- STEM - All Levels

**Resources Available to Support the Goal**

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**Targeted Barriers to Achieving the Goal**

- One area of deficiency is the number of STEM experiences planned throughout the year.
- One area of deficiency is the number of students who are exposed to STEM experiences on a regular basis.

### Plan to Monitor Progress Toward the Goal

Progress toward meeting goal will be monitored and tracked as different STEM experiences are planned and implemented. The number of STEM experiences planned and the number of students taking part will be analyzed.

**Person or Persons Responsible**

Science Coach MTSS

**Target Dates or Schedule:**

Progress toward meeting goal will be monitored on a monthly basis.

**Evidence of Completion:**

Evidence of progress toward meeting goal will be in the form of student attendance logs as STEM experiences take place. Summative: FCAT Science 2.0 Assessment

**G9.** Our goal for the 2013-14 school year is to increase the CTE education from 0% to 5% by 5 percentage points.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- CTE course for teachers to gain certification

**Targeted Barriers to Achieving the Goal**

- The area of deficiency is that no students were enrolled in the CTE program.
- The area of deficiency is that there were no students enrolled in CTE accelerated courses.
- The area of deficiency is that no students took CTE exams.
- The area of deficiency is the school had no CTE program concentrators.
- The area of deficiency is that no teachers held industry certification.

### Plan to Monitor Progress Toward the Goal

One teacher will obtain industry certification.

**Person or Persons Responsible**

Administration and MTSS Team will monitor for progress toward meeting goal.

**Target Dates or Schedule:**

Continuously throughout the school year.

**Evidence of Completion:**

A teacher will hold industry certification.

**G10.** Our goal for the 2013-2014 school year is to increase students who are proficient on the Civics EOC from 0% to 10%, an increase of 10 percent.

**Targets Supported**

- Social Studies
- Civics EOC

**Resources Available to Support the Goal**

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**Targeted Barriers to Achieving the Goal**

- Students scoring at a limited level of proficiency on the Civics EOC District Baseline Assessment is at 24%.
- Students scoring at a unsatisfactory level of proficiency on the Civics EOC District Baseline Assessment is at 76%.

**Plan to Monitor Progress Toward the Goal**

Progress toward meeting goal will be monitored by analyzing data from benchmark mini assessments and district interim assessments.

**Person or Persons Responsible**

Teacher Reading Coach MTSS

**Target Dates or Schedule:**

Progress toward meeting goal will be monitored biweekly through benchmark mini assessments and vocabulary assessments, and every 6-8 weeks through district mini assessments.

**Evidence of Completion:**

Formative: Mini Benchmark Assessments, District Interim Assessments, Lesson Plans, Course Focus Calendars, Vocabulary Assessments Summative: Civics EOC

**G11.** Our goal for the 2013-14 school year is to improve in all the Early Warning Systems target areas in the Elementary School.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Parent/Teacher communication logs, attendance records, positive and negative reinforcement prizes, behavioral and academic daily reports.

**Targeted Barriers to Achieving the Goal**

- The area of deficiency in students missing 10% or more of available instructional time was lack of knowledge regarding free medical resources available in the community.
- The area of deficiency for students retained was students due to not taking advantage of extended learning opportunities.
- The area of deficiency for students not proficient in reading by Grade 3 was due to not taking advantage of extended learning opportunities.
- The area of deficiency for students with two or more behavioral referrals was not enough behavioral intervention and parent/guardian communication.

**Plan to Monitor Progress Toward the Goal**

Decrease the percentage of students missing 10% or more of available instructional time.

**Person or Persons Responsible**

Truancy Child Study Team (TCST)

**Target Dates or Schedule:**

Daily, Monthly and Quarterly Attendance Reports

**Evidence of Completion:**

Parent communication logs regarding attendance, attendance records, sign-in sheets indicating parents are aware of medical resources available to them in the community.

**G12.** Our goal for the 2013-14 school year is to improve in all the Early Warning Systems target areas in the Middle School.

**Targets Supported**

- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- Parent/Teacher communication logs, attendance records, positive and negative reinforcement prizes, behavioral and academic daily reports.

**Targeted Barriers to Achieving the Goal**

- The area of deficiency in students missing 10% or more of available instructional time was lack of knowledge regarding free medical resources available in the community.
- The area of deficiency for students with one or more behavioral referrals was not enough behavioral intervention and parent/guardian communication.
- The area of deficiency for students failing courses as needed was due to students not taking advantage of extended learning opportunities.

**Plan to Monitor Progress Toward the Goal**

Decrease the percentage of students missing 10% or more of available instructional time.

**Person or Persons Responsible**

Truancy Child Study Team (TCST)

**Target Dates or Schedule:**

Daily, Monthly and Quarterly Attendance Reports

**Evidence of Completion:**

Parent communication logs regarding attendance, attendance records, sign-in sheets indicating parents are aware of medical resources available to them in the community.

**G13.** Our goal for the 2013-2014 school year is to increase school parent nights from 6 to 8, an increase of 33%.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- 

**Targeted Barriers to Achieving the Goal**

- One area of deficiency is the number of parents who attend parent nights on a regular basis.

## Plan to Monitor Progress Toward the Goal

Progress toward meeting goal will be monitored through meetings to plan future parent nights and analyze past parent nights.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Meetings will be held on a monthly basis to monitor progress toward meeting goal.

**Evidence of Completion:**

Attendance logs will be kept at each parent night.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Our goal for the 2013-14 school year is to increase the FCAT 2.0 overall proficiency from 32% to 38% by 6 percentage points on the FCAT 2.0 Reading Assessment.

**G1.B1** The area of deficiency in the Black subgroup performance on the 2013 FCAT 2.0 Reading Assessment was the Reading Application Category.

**G1.B1.S1** Provide students with opportunities to increase to read and annotate text to reach higher order thinking.

### Action Step 1

There will be additional extended learning opportunities for all Level 1 and 2 students for an hour and a half four days a week after school and on Saturdays for 3 hours utilizing computer assisted programs, Success Academy Lessons, and task cards.

#### Person or Persons Responsible

Administration will monitor the implementation of these strategies by all teachers.

#### Target Dates or Schedule

Weekly collection of lesson plans and bi-weekly classroom observations.

#### Evidence of Completion

Students' authentic work samples Formative assessment: FAIR; district interim; Mini-assessments  
Summative assessment: FCAT 2.0

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

Strategies will be implemented.

#### Person or Persons Responsible

Administration and MTSS team.

#### Target Dates or Schedule

Weekly meetings will be held to discuss implementation of strategies.

#### Evidence of Completion

Students' authentic work samples Formative assessment: FAIR; district interim; Mini-assessments  
Summative assessment: FCAT 2.0

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

Administration and teachers will discuss the pros and cons of using the strategies so far.

### Person or Persons Responsible

Administration and MTSS Team.

### Target Dates or Schedule

Biweekly meetings.

### Evidence of Completion

Students' authentic work samples  
Formative assessment: FAIR; district interim; Mini-assessments  
Summative assessment: FCAT 2.0

**G1.B2** The area of deficiency in the Economically Disadvantaged subgroup as noted on the 2013 FCAT 2.0 Reading Assessment was the Reading Application Category.

**G1.B2.S1** Students will have the opportunity to practice text underlining and annotation to increase reading comprehension.

### Action Step 1

There will be additional opportunities to provide extended learning opportunities to all Level 1 and 2 students for an hour and a half four days a week after school and on Saturdays for 3 hours utilizing computer assisted programs, Success Academy Lessons, and task cards.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Continuously throughout the school year.

### Evidence of Completion

Formative Assessment: FAIR data, District Interim Assessment Data, performance on classroom assessments, Mini-Assessments, student work, and i-Ready lesson tracking  
Summative Assessment: FCAT 2.0



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

Implementation of strategies

### Person or Persons Responsible

Administration and MTSS Team will monitor for fidelity of implementation.

### Target Dates or Schedule

Following the FCIM model, the MTSS team will meet monthly with the teachers to review mini-assessments and data reports to ensure progress is being made and adjustments to intervention as needed.

### Evidence of Completion

Formative Assessment: FAIR data, District Interim Assessment Data, performance on classroom assessments, Mini-Assessments, student work, and i-Ready lesson tracking Summative Assessment: FCAT 2.0

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

Implementation of strategies

### Person or Persons Responsible

Administration and MTSS Team will monitor effectiveness.

### Target Dates or Schedule

Following the FCIM model, the MTSS team will meet monthly with the teachers to review mini-assessments and data reports to ensure progress is being made and adjustments to intervention as needed.

### Evidence of Completion

Formative Assessment: FAIR data, District Interim Assessment Data, performance on classroom assessments, Mini-Assessments, student work, and i-Ready lesson tracking Summative Assessment: FCAT 2.0

**G1.B3** The area of deficiency for students who scored level 3 as noted on the 2013 FCAT 2.0 Reading Assessment was the Reading Application Category.

**G1.B3.S1** There will be additional opportunities for students to apply reading strategies to a variety of common core texts.

**Action Step 1**

There will be additional opportunities for students to apply reading strategies to a variety of common core texts.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Continuously throughout the school year.

**Evidence of Completion**

Formative Assessment: FAIR data, District Interim Assessment Data, performance on classroom assessments, Mini-Assessments, student work, and i-Ready lesson tracking Summative Assessment: FCAT 2.0 Reading Assessment

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

Strategy Implementation

**Person or Persons Responsible**

Administration and MTSS Team will monitor for fidelity of implementation.

**Target Dates or Schedule**

Following the FCIM model, the MTSS team will analyze classroom observations bi-monthly, lesson plans, weekly, and on-going progress monitoring data to ensure progress is being made and adjust intervention as needed.

**Evidence of Completion**

Formative Assessment: FAIR data, District Interim Assessment Data, performance on classroom assessments, Mini-Assessments, student work, and i-Ready lesson tracking Summative Assessment: FCAT 2.0 Reading Assessment

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

### Strategy Implementation

#### Person or Persons Responsible

Administration and MTSS Team will monitor for effectiveness.

#### Target Dates or Schedule

Following the FCIM model, the MTSS team will analyze classroom observations bi-monthly, lesson plans, weekly, and on-going progress monitoring data to ensure progress is being made and adjust intervention as needed.

#### Evidence of Completion

Formative Assessment: FAIR data, District Interim Assessment Data, performance on classroom assessments, Mini-Assessments, student work, and i-Ready lesson tracking Summative Assessment: FCAT 2.0 Reading Assessment

**G1.B4** The area of deficiency for students who scored level 4 and 5 student proficiency on the 2013 FCAT 2.0 Reading Assessment was the Reading Application Category.

**G1.B4.S1** There will be additional opportunities for students to apply reading strategies to common core texts.

#### Action Step 1

There will be additional opportunities for students to apply reading strategies to common core texts.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Continuously throughout school year

#### Evidence of Completion

Formative Assessment: FAIR data, District Interim Assessment Data, performance on classroom assessments, Mini-Assessments, student work, and i-Ready lesson tracking Summative Assessment: FCAT 2.0 Reading Assessment

## Action Step 2

Strategy implementation

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Continuously throughout school year

### Evidence of Completion

Formative Assessment: FAIR data, District Interim Assessment Data, performance on classroom assessments, Mini-Assessments, student work, and i-Ready lesson tracking Summative Assessment: FCAT 2.0 Reading Assessment

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

Strategy implementation

### Person or Persons Responsible

Administration and MTSS Team will monitor for fidelity of implementation.

### Target Dates or Schedule

Following the FCIM model, the MTSS team will analyze classroom observations bi-monthly lesson plans, weekly, and on-going progress monitoring data to ensure progress is being made and adjust intervention as needed.

### Evidence of Completion

Formative Assessment: FAIR data, District Interim Assessment Data, performance on classroom assessments, Mini-Assessments, student work, and i-Ready lesson tracking Summative Assessment: FCAT 2.0 Reading Assessment

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

Strategy implementation

### Person or Persons Responsible

Administration and MTSS Team will monitor for effectiveness.

### Target Dates or Schedule

Following the FCIM model, the MTSS team will analyze classroom observations bi-monthly lesson plans, weekly, and on-going progress monitoring data to ensure progress is being made and adjust intervention as needed.

### Evidence of Completion

Formative Assessment: FAIR data, District Interim Assessment Data, performance on classroom assessments, Mini-Assessments, student work, and i-Ready lesson tracking Summative Assessment: FCAT 2.0 Reading Assessment

**G1.B5** The area of deficiency from the students making learning gains on the 2013 FCAT 2.0 Reading Assessment was the Reading Application Category.

**G1.B5.S1** There will be additional opportunities for students all FCAT Level 1 and 2 students to utilize either the Voyager Journeys program or i-Ready program in addition to teaching them how to make inferences, draw conclusions, identify implied main idea, and author's purpose of a variety of texts.

### Action Step 1

There will be additional opportunities for students all FCAT Level 1 and 2 students to utilize either the Voyager Journeys program or i-Ready program in addition to teaching them how to make inferences, draw conclusions, identify implied main idea, and author's purpose of a variety of texts.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Following the FCIM model, the MTSS team will analyze classroom observations bi-monthly lesson plans, weekly, and on-going progress monitoring data to ensure progress is being made and adjust intervention as needed.

### Evidence of Completion

Formative Assessment: FAIR data, District Interim Assessment Data, performance on classroom assessments, Mini-Assessments, student work, and i-Ready lesson tracking Summative Assessment: FCAT 2.0 Reading Assessment

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

### Strategy Implementation

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

Administration and MTSS Team will monitor for fidelity of implementation.

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

Following the FCIM model, the MTSS team will analyze classroom observations bi-monthly lesson plans, weekly, and on-going progress monitoring data to ensure progress is being made and adjust intervention as needed.

#### **Evidence of Completion**

Formative Assessment: FAIR data, District Interim Assessment Data, performance on classroom assessments, Mini-Assessments, student work, and i-Ready lesson tracking Summative Assessment: FCAT 2.0 Reading Assessment

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

### Strategy Implementation

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

Administration and MTSS Team will monitor for effectiveness.

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

Following the FCIM model, the MTSS team will analyze classroom observations bi-monthly lesson plans, weekly, and on-going progress monitoring data to ensure progress is being made and adjust intervention as needed.

#### **Evidence of Completion**

Formative Assessment: FAIR data, District Interim Assessment Data, performance on classroom assessments, Mini-Assessments, student work, and i-Ready lesson tracking Summative Assessment: FCAT 2.0 Reading Assessment

**G1.B6** The area of deficiency for the lowest 25% achieving learning gains on the 2013 FCAT 2.0 Reading Assessment was the Reading Application Category.

**G1.B6.S1** There will be additional opportunities for students all FCAT Level 1 and 2 students to utilize either the Voyager Journeys program or i-Ready program in addition to teaching them how to make inferences, draw conclusions, identify implied main idea, and author's purpose of a variety of texts.

### **Action Step 1**

There will be additional opportunities for students all FCAT Level 1 and 2 students to utilize either the Voyager Journeys program or i-Ready program in addition to teaching them how to make inferences, draw conclusions, identify implied main idea, and author's purpose of a variety of texts.

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

Teachers

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

Following the FCIM model, the MTSS team will analyze classroom observations bi-monthly lesson plans, weekly, and on-going progress monitoring data to ensure progress is being made and adjust intervention as needed.

#### **Evidence of Completion**

Formative Assessment: FAIR data, District Interim Assessment Data, performance on classroom assessments, Mini-Assessments, student work, and i-Ready lesson tracking Summative Assessment: FCAT 2.0 Reading Assessment

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

Strategy Implementation

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

Administration and MTSS Team will monitor for fidelity of implementation.

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

Following the FCIM model, the MTSS team will analyze classroom observations bi-monthly lesson plans, weekly, and on-going progress monitoring data to ensure progress is being made and adjust intervention as needed.

#### **Evidence of Completion**

Formative Assessment: FAIR data, District Interim Assessment Data, performance on classroom assessments, Mini-Assessments, student work, and i-Ready lesson tracking Summative Assessment: FCAT 2.0 Reading Assessment

## Plan to Monitor Effectiveness of G1.B6.S1

### Strategy Implementation

#### Person or Persons Responsible

Administration and MTSS Team will monitor for effectiveness.

#### Target Dates or Schedule

Following the FCIM model, the MTSS team will analyze classroom observations bi-monthly lesson plans, weekly, and on-going progress monitoring data to ensure progress is being made and adjust intervention as needed.

#### Evidence of Completion

Formative Assessment: FAIR data, District Interim Assessment Data, performance on classroom assessments, Mini-Assessments, student work, and i-Ready lesson tracking Summative Assessment: FCAT 2.0 Reading Assessment

**G2.** Our goal for the 2013-14 school year is to increase the FCAT 2.0 Writing proficiency from a combined 64% to 68% by 4 percentage points.

**G2.B1** The area of deficiency for 8th grade students who scored 3.5 and above on the FCAT 2.0 Writing Assessment was the Reporting Category of Support.

**G2.B1.S1** Students will be given opportunities to participate in the 5-Step Writing Process (prewriting, drafting, revising, proofreading, and publishing) throughout the entire school year.

#### Action Step 1

Students will be given opportunities to participate in the 5-Step Writing Process (prewriting, drafting, revising, proofreading, and publishing) throughout the entire school year.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Bi-monthly writing prompts will be administered and scored in order to monitor students' progress and adjust instructional focus as needed.

#### Evidence of Completion

Formative Assessment: District Baseline data, bi monthly writing prompts, student samples showing the evolution of the written piece transformed via the 5-step writing process. Summative Assessment: FCAT Writing Assessment



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

### Strategy Implementation

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

The MTSS Team and administration will monitor for fidelity of implementation

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

Bi-monthly writing prompts will be administered and scored in order to monitor students' progress and adjust instructional focus as needed.

#### **Evidence of Completion**

Formative Assessment: District Baseline data, bi monthly writing prompts, student samples showing the evolution of the written piece transformed via the 5-step writing process. Summative Assessment: FCAT Writing Assessment

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

### Strategy Implementation

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

The MTSS Team and administration will monitor for effectiveness.

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

Bi-monthly writing prompts will be administered and scored in order to monitor students' progress and adjust instructional focus as needed.

#### **Evidence of Completion**

Formative Assessment: District Baseline data, bi monthly writing prompts, student samples showing the evolution of the written piece transformed via the 5-step writing process. Summative Assessment: FCAT Writing Assessment

**G2.B2** The area of deficiency for 4th grade students who scored 3.5 and above on the FCAT 2.0 Writing Assessment was the Reporting Category of Writing Application.

**G2.B2.S1** Students will be given opportunities to participate in the 5-Step Writing Process (prewriting, drafting, revising, proofreading, and publishing) throughout the entire school year.

### **Action Step 1**

Students will be given opportunities to participate in the 5-Step Writing Process (prewriting, drafting, revising, proofreading, and publishing) throughout the entire school year.

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

Teacher

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

Throughout the school year.

#### **Evidence of Completion**

Formative Assessment: District Baseline data, bi monthly writing prompts, student samples showing the evolution of the written piece transformed via the 5-step writing process. Summative Assessment: FCAT Writing Assessment

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

Strategy Implementation

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

The MTSS Team and administration will monitor for progress toward meeting goal.

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

Bi-monthly writing prompts will be administered and scored in order to monitor students' progress and adjust instructional focus as needed.

#### **Evidence of Completion**

Formative Assessment: District Baseline data, bi monthly writing prompts, student samples showing the evolution of the written piece transformed via the 5-step writing process. Summative Assessment: FCAT Writing Assessment

## Plan to Monitor Effectiveness of G2.B2.S1

### Strategy Implementation

#### Person or Persons Responsible

The MTSS Team and administration will monitor for progress toward meeting goal.

#### Target Dates or Schedule

Bi-monthly writing prompts will be administered and scored in order to monitor students' progress and adjust instructional focus as needed.

#### Evidence of Completion

Formative: student samples, district assessments Formative Assessment: District Baseline data, bi monthly writing prompts, student samples showing the evolution of the written piece transformed via the 5-step writing process. Summative Assessment: FCAT Writing Assessment

**G3.** Our goal for the 2013-14 school year is to increase student proficiency on the FCAT 2.0 Math from 35% to 42%, an increase of 7 percentage points.

**G3.B1** The Economically Disadvantaged subgroup did not make their AMO, as noted on the 2013 Math FCAT 2.0. The proficiency of this subgroup will increase on the 2014 Math FCAT 2.0 from 35% to 42%, an increase of 7 percent.

**G3.B1.S1** Identify students in the Economically Disadvantaged subgroup and use an in-school intervention tutorial program (I-Ready) to address the mathematics deficiencies, as indicated by data reports.

#### Action Step 1

Students in the Economically Disadvantaged subgroup will be given access to an in-school intervention tutorial program (I-Ready) to address the mathematics deficiencies, as indicated by data reports.

#### Person or Persons Responsible

Teacher Math Coach

#### Target Dates or Schedule

Students will be given access to the program 1.5 hours per week.

#### Evidence of Completion

Formative: Tutorial Data Reports, Mini-Benchmark Assessments, District Interim Assessments  
Summative: 2014 FCAT 2.0 Assessment

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

Fidelity of implementation will be monitored through data reports produced by intervention tutorial program.

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

Math Coach MTSS

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

The intervention tutorial program will be monitored on a weekly basis through data reports.

#### **Evidence of Completion**

Formative: Tutorial Data Reports, Mini-Benchmark Assessments, District Interim Assessments  
Summative: 2014 FCAT 2.0 Assessment

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

Effectiveness will be monitored through analysis of data reports produced by intervention tutorial program, as well as other formative assessments.

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

Teacher Math Coach MTSS

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

Effectiveness will be monitored through weekly data reports and regular progress monitoring assessments.

#### **Evidence of Completion**

Formative: Tutorial Data Reports, Mini-Benchmark Assessments, District Interim Assessments  
Summative: 2014 FCAT 2.0 Assessment

**G3.B2** The Black subgroup did not make their AMO, as noted on the 2013 Math FCAT 2.0. The proficiency of this subgroup will increase on the 2014 Math FCAT 2.0 from 33% to 43%, an increase of 10 percent.

**G3.B2.S1** Increase fact fluency of students in the Black subgroup by incorporating daily fact drills with dual attention on speed and accuracy.

**Action Step 1**

Students in the Black subgroup will increase fact fluency by incorporating daily fact drills with dual attention on speed and accuracy.

**Person or Persons Responsible**

Teacher Math Coach

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Formative: Completed Daily Drill Worksheets Summative: 2014 FCAT 2.0 Assessment

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

Fidelity of implementation of daily fact drills will be monitored through classroom walkthroughs and student evidence.

**Person or Persons Responsible**

Math Coach MTSS

**Target Dates or Schedule**

Bi-Monthly

**Evidence of Completion**

Formative: Completed Daily Drill Worksheets Summative: 2014 FCAT 2.0 Assessment

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

Effectiveness will be monitored through formative assessments such as random fact quizzes. District interim assessments will also be used to monitor effectiveness.

#### Person or Persons Responsible

Math Coach MTSS

#### Target Dates or Schedule

Bi-Monthly

#### Evidence of Completion

Formative: Completed Daily Drill Worksheets, District Interim Assessments Summative: 2014 FCAT 2.0 Assessment

**G3.B3** The area of deficiency for students who scored at Level 3, as noted on the 2013 Math FCAT 2.0, was the Geometry and Measurement category. The percentage of students who score at achievement Level 3 on the 2014 Math FCAT 2.0 will increase from 23% to 28%, an increase of 5 percent.

**G3.B3.S1** Provide opportunities for students to determine the volume of prisms and determine the surface area of prisms given a graphic or net.

#### Action Step 1

Teacher will provide opportunities for students to determine the volume of prisms and determine the surface area of prisms given a graphic or net through use of textbook and technology resources.

#### Person or Persons Responsible

Teacher Math Coach

#### Target Dates or Schedule

Students will be taught concept as designated in district pacing guides. Students will be assessed on skills both formally and informally and retaught, if necessary.

#### Evidence of Completion

Formative: Teacher Lesson Plans, Mini-Benchmark Assessments, District Interim Assessments Summative: 2014 FCAT 2.0 Assessment

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

Fidelity of implementation will be monitored through teacher lesson plans and student created work kept in portfolios.

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

Math Coach MTSS

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

Lesson plans will be monitored weekly.

#### **Evidence of Completion**

Formative: Teacher Lesson Plans, Mini-Benchmark Assessments, District Interim Assessments  
Summative: 2014 FCAT 2.0 Assessment

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

Effectiveness of strategy will be monitored through analyzing data from mini-benchmark assessments and district interim assessments.

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

Teacher Math Coach MTSS

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

Mini-benchmark assessments will be given bi-monthly. District interim assessments are given about every 6-8 weeks.

#### **Evidence of Completion**

Formative: Mini-Benchmark Assessments, District Interim Assessments Summative: 2014 FCAT 2.0 Assessment

**G3.B4** The area of deficiency for students who scored at Level 4 or above, as noted on the 2013 Math FCAT 2.0, was the Geometry and Measurement category. The percentage of students who score at achievement Level 4 or 5 on the 2014 Math FCAT 2.0 will increase from 12% to 14%, an increase of 2 percent.

**G3.B4.S1** Provide opportunities for students identify or describe a situation that requires the use of the area formula in a real-world context.

### **Action Step 1**

Teacher will provide opportunities for students to identify or describe a situation that requires the use of the area formula in a real-world context through use of textbook and technology resources.

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

Teacher Math Coach

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

Students will be taught concept as designated in district pacing guides. Students will be assessed on skills both formally and informally and retaught, if necessary.

#### **Evidence of Completion**

Formative: Teacher Lesson Plans, Mini-Benchmark Assessments, District Interim Assessments  
Summative: 2014 FCAT 2.0 Assessment

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

Fidelity of implementation will be monitored through teacher lesson plans and student created work kept in portfolios.

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

Math Coach MTSS

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

Lesson plans will be monitored weekly.

#### **Evidence of Completion**

Formative: Teacher Lesson Plans, Mini-Benchmark Assessments, District Interim Assessments  
Summative: 2014 FCAT 2.0 Assessment



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

Effectiveness of strategy will be monitored through analyzing data from mini-benchmark assessments and district interim assessments.

#### Person or Persons Responsible

Teacher Math Coach MTSS

#### Target Dates or Schedule

Mini-benchmark assessments will be given bi-monthly. District interim assessments are given about every 6-8 weeks.

#### Evidence of Completion

Formative: Mini-Benchmark Assessments, District Interim Assessments Summative: 2014 FCAT 2.0 Assessment

**G3.B5** The area of deficiency for students who achieved learning gains, as noted on the 2013 Math FCAT 2.0, was the Fractions, Ratios, Proportional Relationships, and Statistics category. The percentage of students who achieve learning gains on the 2014 Math FCAT 2.0 will increase from 66% to 69%, an increase of 3 percent.

**G3.B5.S1** Provide a variety of models of representation and hands-on activities (pattern blocks, rods, fraction bars) to develop students' understanding of and fluency with multiplication and division of fractions and decimals.

#### Action Step 1

Teacher will provide opportunities for students to develop understanding of and fluency with multiplication and division of fractions and decimals by using models of representations and hands-on activities. Teachers will achieve this through use of textbook and technology resources.

#### Person or Persons Responsible

Teacher Math Coach

#### Target Dates or Schedule

Students will be taught concept as designated in district pacing guides. Students will be assessed on skills both formally and informally and retaught, if necessary.

#### Evidence of Completion

Formative: Teacher Lesson Plans, Mini-Benchmark Assessments, District Interim Assessments Summative: 2014 FCAT 2.0 Assessment

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

Fidelity of implementation will be monitored through teacher lesson plans and student created work kept in portfolios.

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

Math Coach MTSS

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

Lesson plans will be monitored weekly.

#### **Evidence of Completion**

Formative: Teacher Lesson Plans, Mini-Benchmark Assessments, District Interim Assessments  
Summative: 2014 FCAT 2.0 Assessment

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

Effectiveness of strategy will be monitored through analyzing data from mini-benchmark assessments and district interim assessments.

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

Teacher Math Coach MTSS

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

Mini-benchmark assessments will be given bi-monthly. District interim assessments are given about every 6-8 weeks.

#### **Evidence of Completion**

Formative: Mini-Benchmark Assessments, District Interim Assessments Summative: 2014 FCAT 2.0 Assessment

**G3.B6** The area of deficiency for the lowest 25% of students who achieved learning gains, as noted on the 2013 Math FCAT 2.0, was the Geometry and Measurement category. The percentage of lowest 25% of students who achieve learning gains on the 2014 Math FCAT 2.0 will increase from 75% to 78%, an increase of 3 percent.

**G3.B6.S1** Identify students in the lowest 25% and use an in-school intervention tutorial program (I-Ready) to address the mathematics deficiencies, as indicated by data reports.

### **Action Step 1**

Students in the lowest 25% will be given access to an in-school intervention tutorial program (I-Ready) to address the mathematics deficiencies, as indicated by data reports.

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

Teacher Math Coach

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

Students will be given access to the program 1.5 hours per week.

#### **Evidence of Completion**

Formative: Tutorial Data Reports, Mini-Benchmark Assessments, District Interim Assessments  
Summative: 2014 FCAT 2.0 Assessment

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

Fidelity of implementation will be monitored through data reports produced by intervention tutorial program.

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

Math Coach MTSS

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

The intervention tutorial program will be monitored on a weekly basis through data reports.

#### **Evidence of Completion**

Formative: Tutorial Data Reports, Mini-Benchmark Assessments, District Interim Assessments  
Summative: 2014 FCAT 2.0 Assessment

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

Effectiveness will be monitored through analysis of data reports produced by intervention tutorial program, as well as other formative assessments.

#### Person or Persons Responsible

Teacher Math Coach MTSS

#### Target Dates or Schedule

Effectiveness will be monitored through weekly data reports and regular progress monitoring assessments.

#### Evidence of Completion

Formative: Tutorial Data Reports, Mini-Benchmark Assessments, District Interim Assessments  
Summative: 2014 FCAT 2.0 Assessment

**G4.** Our goal for the 2013-14 school year is to increase the Middle School Acceleration program from 9 students to 12 students, an increase of 3 students.

**G4.B1** The number of students who participated in an EOC and Industry Certification was 9 during the 2012-2013 school year. That number will increase to 12 students.

**G4.B1.S1** Students who are above the achievement level on the Math FCAT 2.0 and show evidence of being higher-level thinkers will be tested diagnostically and given resources to succeed in EOC level classes.

#### Action Step 1

Students who have previously show high achievement levels on the Math FCAT 2.0 will be tested diagnostically and tracked using data. Students who show evidence of higher levels of mathematical thinking will be given resources to succeed in EOC level classes.

#### Person or Persons Responsible

Teacher Math Coach MTSS

#### Target Dates or Schedule

The diagnostic test will be given at the beginning of the year and progress will be monitored with monthly assessments.

#### Evidence of Completion

Formative Assessments: District Interim Assessments, Mini Benchmark Assessments Summative Assessment: Algebra 1 EOC, Geometry 1 EOC

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

Fidelity of implementation will be monitored through proof of administration of diagnostic and progress monitoring assessments.

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

Math Coach MTSS

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

Diagnostic tests will be administered at the beginning of the year. District Interim Assessment will be administered every 6-8 weeks. Mini Benchmark Assessments will be given biweekly.

#### **Evidence of Completion**

Formative Assessments: District Interim Assessments, Mini Benchmark Assessments Summative Assessment: Algebra 1 EOC, Geometry 1 EOC

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

Effectiveness of strategy will be monitored through data analysis and information collected through assessments.

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

Teacher Math Coach MTSS

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

Data will be collected and analyzed on a biweekly basis for mini benchmark assessments. Data will be collected and analyzed every 6-8 weeks for District Interim Assessments.

#### **Evidence of Completion**

Formative Assessments: District Interim Assessments, Mini Benchmark Assessments Summative Assessment: Algebra 1 EOC, Geometry 1 EOC

**G4.B2** Our goal for the 2013-14 school year is to increase student proficiency on Math EOCs from 89% to 93%, an increase of 4 percent.

**G4.B2.S1** Students enrolled in EOC classes will be provided with extended learning opportunities and in-school pull out remediation.

**Action Step 1**

Students enrolled in EOC classes will be provided with extended learning opportunities and in-school pull out remediation.

**Person or Persons Responsible**

Teacher Math Interventionist Math Coach

**Target Dates or Schedule**

Tutoring will be provided afterschool once a week for one hour. In-school pull outs will occur once a week for one hour.

**Evidence of Completion**

Formative Assessment: Mini Benchmark Assessments, District Interim Assessments, Tutoring Logs, Pull Out Schedules Summative Assessment: Algebra 1 EOC, Geometry 1 EOC

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

Fidelity of implementation will be monitored through tutoring attendance logs and student attendance for pull out schedule.

**Person or Persons Responsible**

Math Coach Math Interventionist MTSS

**Target Dates or Schedule**

Attendance will be monitored on a weekly basis.

**Evidence of Completion**

Formative Assessment: Mini Benchmark Assessments, District Interim Assessments, Tutoring Logs, Pull Out Schedules Summative Assessment: Algebra 1 EOC, Geometry 1 EOC

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

Effectiveness of strategy will be monitored through data analysis of mini benchmark assessments and district interim assessments.

### Person or Persons Responsible

Teacher Math Coach MTSS

### Target Dates or Schedule

Data gathered from mini benchmark assessments will be analyzed on a biweekly basis. Data gathered from district interim assessments will be analyzed every 6-8 weeks.

### Evidence of Completion

Formative Assessment: Mini Benchmark Assessments, District Interim Assessments, Tutoring Logs, Pull Out Schedules Summative Assessment: Algebra 1 EOC, Geometry 1 EOC

**G5.** Our goal for the 2013-2014 school year is to increase students who are proficient on the Algebra 1 EOC from 89% to 91%, and increase of 2 percent.

**G5.B1** The percentage of students who score at achievement Level 3 on the 2014 EOC will increase from 44% to 46%, an increase of 2 percent.

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

### Action Step 1

Teacher will provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables using textbook and other resources.

### Person or Persons Responsible

Teacher Math Coach

### Target Dates or Schedule

Benchmark will be taught as dictated by pacing guides and will be retaught if data shows it is necessary.

### Evidence of Completion

Formative: Mini Benchmark Assessments, District Benchmark Assessments, Lesson Plans  
Summative: 2014 Algebra 1 EOC

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

Fidelity of implementation will be monitored through lesson plans and focus calendars, if re-teaching is needed.

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

Math Coach MTSS

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

Lesson plans will be monitored on a biweekly basis.

#### **Evidence of Completion**

Lesson Plans, Focus Calendars

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

Effectiveness will be monitored through data analysis from mini benchmark assessments and district interim assessments.

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

Teacher Math Coach MTSS

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

Data will be analyzed on a biweekly data in the case of mini benchmark assessments. Data will be analyzed every 6-8 weeks in the case of district interim assessments.

#### **Evidence of Completion**

Formative: Mini Benchmark Assessments, District Benchmark Assessments, Lesson Plans  
Summative: 2014 Algebra 1 EOC



**G5.B2** The percentage of students who score at achievement Level 4 or 5 on the 2014 Algebra EOC will increase from 44% to 45%, an increase of 1 percent.

**G5.B2.S1** Provide opportunities for students to symbolically represent, solve, graph, interpret, analyze, and apply concepts of linear equations, inequalities, and systems of linear equations in two variables.

### **Action Step 1**

Teacher will provide opportunities for students to symbolically represent, solve, graph, interpret, analyze, and apply concepts of linear equations, inequalities, and systems of linear equations in two variables using textbook and other resources.

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

Teacher Math Coach

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

Benchmark will be taught as dictated by pacing guides and will be retaught if data shows it is necessary.

#### **Evidence of Completion**

Formative: Mini Benchmark Assessments, District Benchmark Assessments, Lesson Plans  
Summative: 2014 Algebra 1 EOC

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

Fidelity of implementation will be monitored through lesson plans and focus calendars, if re-teaching is needed.

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

Math Coach MTSS

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

Lesson plans will be monitored on a biweekly basis.

#### **Evidence of Completion**

Lesson Plans, Focus Calendars

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

Effectiveness will be monitored through data analysis from mini benchmark assessments and district interim assessments.

### Person or Persons Responsible

Teacher Math Coach MTSS

### Target Dates or Schedule

Data will be analyzed on a biweekly data in the case of mini benchmark assessments. Data will be analyzed every 6-8 weeks in the case of district interim assessments.

### Evidence of Completion

Formative: Mini Benchmark Assessments, District Benchmark Assessments, Lesson Plans  
Summative: 2014 Algebra 1 EOC

**G6.** Our goal for the 2014 5th grade Science FCAT 2.0 is to increase proficiency from 51% to 55%, an increase of 4 percentage points.

**G6.B1** The area of deficiency for 5th grade students who scored at Level 3, as noted on the 2013 Science FCAT 2.0, was the Physical Science category. The percentage of students who score at achievement Level 3 on the 2014 Science FCAT 2.0 will increase from 34% to 37%, an increase of 3 percent.

**G6.B1.S1** Teacher will incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, etc.)

### Action Step 1

Teachers will incorporate instructional technology resources such as Gizmos, FCAT Explorer, and Discovery Education as evidenced in their lesson plans.

### Person or Persons Responsible

Teacher Science Coach

### Target Dates or Schedule

Continuously throughout the school year.

### Evidence of Completion

Formative: Interim Assessments, Mini Benchmark Tests, Lesson Plans, Student Portfolio/Science Journal  
Summative: 2014 FCAT Science Test.

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

Administration and Science Coach will monitor incorporation of instructional technology resources in the classroom by analyzing lesson plans and through ongoing classroom observations.

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

Science Coach MTSS

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

Administration will analyze lesson plans and conduct ongoing classroom observations to ensure that teachers incorporate instructional technology resources in the classroom. This will be done on a weekly-biweekly basis.

#### **Evidence of Completion**

Formative: Interim Assessments, Mini Benchmark Tests, Lesson Plans, Student Portfolio/Science Journal Summative: 2014 FCAT Science Test.

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

Teacher, administration, and Science Coach will monitor effectiveness of instructional technology resources in the classroom by analyzing data from mini-benchmark assessments and district interim assessments.

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

Teacher Science Coach MTSS

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

The classroom teacher with guidance from administration and the Science Coach will monitor effectiveness on a bi-weekly basis on mini-benchmark assessment and on district interim assessments every 6-8 weeks.

#### **Evidence of Completion**

Formative: Interim Assessments, Mini-Benchmark Tests, Lesson Plans, Student Portfolio/Science Journal Summative: 2014 FCAT Science Test

**G6.B2** The area of deficiency for 5th grade students who scored at Level 4 or above as noted on the 2013 Science FCAT 2.0 was the Physical Science category. The percentage of students who score at Level 4 or above on the 2014 Science FCAT 2.0 will increase from 17% to 18%, an increase of 1 percent.

**G6.B2.S1** Ensure that students participate in scientific enrichment activities, science competitions, and science clubs.

### **Action Step 1**

Students will be provided the option of joining an after school Science Club in which a major focus will be competing in the Fairchild Challenge.

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

Science Club Sponsor

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

Meetings will occur weekly with meetings lasting 1 hour each. Other meetings and fieldtrips will occur off-campus on a less regular basis.

#### **Evidence of Completion**

Formative: Science Club Attendance Logs, Success in Competition Summative: FCAT Science 2.0 Assessment

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

Fidelity of implementation will be monitored through attendance logs and student participation.

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

Science Coach MTSS

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

Monitoring attendance logs and student participation will occur biweekly.

#### **Evidence of Completion**

Formative: Science Club Attendance Logs Summative: FCAT Science 2.0 Assessment

## Plan to Monitor Effectiveness of G6.B2.S1

Effectiveness will be monitored through student and club success in competitions and observable evidence of their long term projects.

### Person or Persons Responsible

Science Club Sponsor Science Coach MTSS

### Target Dates or Schedule

Effectiveness will be monitored on a monthly basis as students work on long term projects and compete.

### Evidence of Completion

Formative: Science Club Attendance Logs, Success in Competition Summative: FCAT Science 2.0 Assessment

**G7.** Our goal for the 2014 8th grade Science FCAT 2.0 is to increase proficiency from 32% to 39%, an increase of 7 percentage points.

**G7.B1** The area of deficiency for 8th grade students who scored at Level 3, as noted on the 2013 Science FCAT 2.0, was the Physical Science category. The percentage of students who score at achievement Level 3 on the 2014 Science FCAT 2.0 will increase from 25% to 30%, an increase of 5 percent.

**G7.B1.S1** Teacher will incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, Adaptive Curriculum, etc.)

### Action Step 1

Teachers will incorporate instructional technology resources such as Gizmos, FCAT Explorer, Adaptive Curriculum, and Discovery Education as evidenced in their lesson plans.

### Person or Persons Responsible

Teachers Science Coach

### Target Dates or Schedule

Continuously throughout the school year.

### Evidence of Completion

Formative: Interim Assessments, Mini Benchmark Tests, Lesson Plans, Student Portfolio/Science Journal Summative: 2014 FCAT Science Test.

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

MTSS and Science Coach will monitor incorporation of instructional technology resources in the classroom by analyzing lesson plans and through ongoing classroom observations.

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

Science Coach MTSS

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

MTSS and Science Coach will analyze lesson plans and conduct ongoing classroom observations to ensure that teachers incorporate instructional technology resources in the classroom. This will be done on a weekly-biweekly basis.

#### **Evidence of Completion**

Formative: Interim Assessments, Mini Benchmark Tests, Lesson Plans, Student Portfolio/Science Journal  
Summative: 2014 FCAT Science Test

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

Teacher, MTSS, and Science Coach will monitor effectiveness of instructional technology resources in the classroom by analyzing data from mini-benchmark assessments and district interim assessments.

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

Teacher Science Coach MTSS

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

The classroom teacher with guidance from MTSS and the Science Coach will monitor effectiveness on a bi-weekly basis on mini-benchmark assessment and on district interim assessments every 6-8 weeks.

#### **Evidence of Completion**

Formative: Interim Assessments, Mini-Benchmark Tests, Lesson Plans, Student Portfolio/Science Journal  
Summative: 2014 FCAT Science Test

**G7.B2** The area of deficiency for 8th grade students who scored at Level 4 or above, as noted on the 2013 Science FCAT 2.0, was the Physical Science category. The percentage of students who score at achievement Level 4 or above on the 2014 Science FCAT 2.0 will increase from 7% to 9%, an increase of 2 percent.

**G7.B2.S1** There will be additional opportunities for all students to participate in scientific enrichment activities and a plan will be establish to increase student participation in Science competitions (SECME, Fairchild Challenge, etc.)

### **Action Step 1**

Students will be offered more opportunities to participate in scientific enrichment activities and a plan will be establish to increase student participation in Science competitions (SECME, Fairchild Challenge, etc.) This will come in the form of the school Robotics program and after school through the Science Club.

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

Teacher Science Club Sponsor Science Coach MTSS

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

Students will be offered extended learning opportunities on a weekly basis.

#### **Evidence of Completion**

Formative: Interim Assessments, Mini Benchmark Tests, Science Club Attendance, Robotics Attendance Summative: 2014 FCAT Science Test

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

Implementation of the Robotics program and Science Club will be monitored through student attendance logs and observations of Robotics program and Science Club.

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

Science Coach MTSS

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

Program implementation will be monitored on a weekly basis.

#### **Evidence of Completion**

Formative: Interim Assessments, Mini Benchmark Tests, Science Club Attendance, Robotics Attendance Summative: 2014 FCAT Science Test

### Plan to Monitor Effectiveness of G7.B2.S1

The effectiveness of the school Robotics program and Science Club will be measured through learning gains shown on assessments and performance in competitions.

#### Person or Persons Responsible

Teacher Science Club Sponsor Science Coach MTSS

#### Target Dates or Schedule

Effectiveness will be measured on a bimonthly basis when mini-benchmark assessments are analyzed. It will also be measured on a regular basis through results in competition.

#### Evidence of Completion

Formative: Interim Assessments, Mini Benchmark Tests, Science Club Attendance, Robotics Attendance Summative: 2014 FCAT Science Test

**G8.** Our goal for the 2013-2014 school year is to increase number of STEM experiences from 40 to 50, an increase of 25%.

**G8.B1** One area of deficiency is the number of STEM experiences planned throughout the year.

**G8.B1.S1** The number of STEM experiences will increase through long term planning.

#### Action Step 1

STEM experiences will be planned in the long term and on a regular basis of every two months.

#### Person or Persons Responsible

MTSS

#### Target Dates or Schedule

STEM experiences will occur every two months.

#### Evidence of Completion

Student attendance logs will be evidence of implementation. Summative: FCAT Science 2.0 Assessment



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

Fidelity of implementation will be monitored through monthly meetings to plan future STEM experiences and analyze the effectiveness of past experiences.

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

MTSS

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

Meetings will be held on a monthly basis.

#### **Evidence of Completion**

Student attendance logs will be evidence of implementation.

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

Effectiveness will be monitored through analyzing the number of STEM experiences planned and ensuring they are occurring every two months.

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

MTSS

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

Effectiveness will be monitored on a monthly basis.

#### **Evidence of Completion**

Student attendance logs will be evidence of implementation. Summative: FCAT Science 2.0 Assessment

**G8.B2** One area of deficiency is the number of students who are exposed to STEM experiences on a regular basis.

**G8.B2.S1** The number of students who take part in STEM experiences will increase through increasing the number of off-site experiences that are planned.

**Action Step 1**

The number of students who are exposed to STEM experiences as the Science Club, which focuses on competing in the Fairchild Challenge, expands and gains more members. More members will be gained through providing more hands-on and off-site opportunities

**Person or Persons Responsible**

Science Club Sponsor Science Coach MTSS

**Target Dates or Schedule**

An off-site field trip relating to STEM and the Science Club will be planned every two months.

**Evidence of Completion**

Student attendance logs will be evidence of implementation. Summative: FCAT Science 2.0 Assessment

**Facilitator:**

Fairchild Tropical Botanic Garden

**Participants:**

Science Teachers Science Club Sponsors

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

Fidelity of implementation will be monitored through observation and planning of different STEM related experiences that occur off-site.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Fidelity of implementation will be monitored every two months as off-site experiences are planned.

**Evidence of Completion**

Student Attendance Logs

## Plan to Monitor Effectiveness of G8.B2.S1

The effectiveness of the off-site experiences will be monitored through student feedback and ability to apply experiences to different competitions and projects.

### Person or Persons Responsible

Science Club Sponsor Teacher Science Coach MTSS

### Target Dates or Schedule

Effectiveness of off-site experiences will be monitored every two months.

### Evidence of Completion

Evidence of effectiveness will be seen informally through student growth and more formally through success in competitions and on projects. Summative: FCAT Science 2.0 Assessment

**G9.** Our goal for the 2013-14 school year is to increase the CTE education from 0% to 5% by 5 percentage points.

**G9.B1** The area of deficiency is that no students were enrolled in the CTE program.

**G9.B1.S1** Have a teacher hold industry certification.

### Action Step 1

Have teacher gain industry certification

#### Person or Persons Responsible

Assigned teacher.

#### Target Dates or Schedule

2013-14 school year.

#### Evidence of Completion

Industry certification

#### Facilitator:

District.

#### Participants:

Assigned staff.

## Action Step 2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

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

Have teacher gain industry certification

### Person or Persons Responsible

Administration and MTSS Team will monitor for progress toward meeting goal.

### Target Dates or Schedule

Continuously throughout the school year.

### Evidence of Completion

Industry certification

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

Have teacher gain industry certification

### Person or Persons Responsible

Administration and MTSS Team will monitor for progress toward meeting goal.

### Target Dates or Schedule

Continuously throughout the school year.

### Evidence of Completion

Industry certification

**G9.B2** The area of deficiency is that there were no students enrolled in CTE accelerated courses.

**G9.B2.S1** Have a teacher gain industry certification.

**Action Step 1**

Have a teacher gain industry certification.

**Person or Persons Responsible**

A teacher.

**Target Dates or Schedule**

Before the end of the school year.

**Evidence of Completion**

Industry certification.

**Facilitator:**

District

**Participants:**

Assigned teachers.

**Action Step 2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Action Step 3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

Have a teacher gain industry certification.

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

Administration

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

Before the end of the school year.

#### **Evidence of Completion**

Industry certification.

### **Plan to Monitor Effectiveness of G9.B2.S1**

Have a teacher gain industry certification.

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

Administration

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

Before the end of the school year.

#### **Evidence of Completion**

Industry certification.

**G9.B3** The area of deficiency is that no students took CTE exams.

**G9.B3.S1** Students will have the opportunity to take the CTE exams.

#### **Action Step 1**

Students will take the CTE exams.

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

A teacher will have to become certified.

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

Before the end of the school year.

#### **Evidence of Completion**

A teacher will hold industry certification.

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

Students will take the CTE exams.

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

Administration will monitor for implementation.

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

Continuously throughout the school year.

#### **Evidence of Completion**

A teacher will hold industry certification.

### **Plan to Monitor Effectiveness of G9.B3.S1**

Students will take the CTE exams.

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

Administration will monitor for effectiveness.

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

Continuously throughout the school year.

#### **Evidence of Completion**

A teacher will hold industry certification.

**G9.B4** The area of deficiency is the school had no CTE program concentrators.

**G9.B4.S1** Provide teachers with the opportunity to become CTE program concentrators.

**Action Step 1**

A teacher will become a CTE program concentrator.

**Person or Persons Responsible**

A teacher.

**Target Dates or Schedule**

Before the end of the school year.

**Evidence of Completion**

Certification indicating the teacher is a CTE program concentrator.

**Facilitator:**

District

**Participants:**

Assigned teachers.

**Plan to Monitor Fidelity of Implementation of G9.B4.S1**

A teacher will become a CTE program concentrator.

**Person or Persons Responsible**

Administration will monitor for implementation.

**Target Dates or Schedule**

Continuously throughout the school year.

**Evidence of Completion**

Certification indicating the teacher is a CTE program concentrator.



## Plan to Monitor Effectiveness of G9.B4.S1

A teacher will become a CTE program concentrator.

### Person or Persons Responsible

Administration will monitor for effectiveness.

### Target Dates or Schedule

Continuously throughout the school year.

### Evidence of Completion

Certification indicating the teacher is a CTE program concentrator.

**G9.B5** The area of deficiency is that no teachers held industry certification.

**G9.B5.S1** There will be additional opportunities for teachers to enroll in courses to obtain industry certification.

### Action Step 1

One teacher will obtain industry certification.

#### Person or Persons Responsible

Teachers.

#### Target Dates or Schedule

Before the school year ends.

#### Evidence of Completion

A teacher will hold industry certification.

#### Facilitator:

District

#### Participants:

Assigned teachers

### Action Step 2

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

### **Action Step 3**

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

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

#### **Evidence of Completion**

### **Plan to Monitor Fidelity of Implementation of G9.B5.S1**

One teacher will obtain industry certification.

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

Administration and MTSS Team will monitor for fidelity of implementation.

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

Continuously throughout the school year.

#### **Evidence of Completion**

A teacher will hold industry certification.

### **Plan to Monitor Effectiveness of G9.B5.S1**

One teacher will obtain industry certification.

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

Administration and MTSS Team will monitor for effectiveness.

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

Continuously throughout the school year.

#### **Evidence of Completion**

A teacher will hold industry certification.

**G10.** Our goal for the 2013-2014 school year is to increase students who are proficient on the Civics EOC from 0% to 10%, an increase of 10 percent.

**G10.B1** Students scoring at a limited level of proficiency on the Civics EOC District Baseline Assessment is at 24%.

**G10.B1.S1** Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

### **Action Step 1**

All Civics students will participate in the District's baseline, winter, and spring interim assessments and data from said assessments will be utilized to drive instructional lesson plans and form course focus calendars.

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

Teacher Reading Coach

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

Data will be analyzed and be used to create data driven lesson plans and focus calendars as interim assessments occur.

#### **Evidence of Completion**

Formative: Mini Benchmark Assessments, District Interim Assessments, Lesson Plans, Course Focus Calendars Summative: Civics EOC

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

Fidelity of implementation will be monitored through analyzing lesson plans, focus calendars, and classroom observations.

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

Reading Coach MTSS

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

Analysis of lesson plans, focus calendars, and classroom observations will occur on a biweekly basis.

#### **Evidence of Completion**

Formative: Mini Benchmark Assessments, District Interim Assessments, Lesson Plans, Course Focus Calendars Summative: Civics EOC

## Plan to Monitor Effectiveness of G10.B1.S1

Effectiveness will be monitored through biweekly mini benchmark assessments and district interim assessments.

### Person or Persons Responsible

Teacher Reading Coach MTSS

### Target Dates or Schedule

Effectiveness will be monitored biweekly through mini benchmark assessments and every 6-8 weeks through district interim assessments.

### Evidence of Completion

Formative: Mini Benchmark Assessments, District Interim Assessments Summative: Civics EOC

**G10.B2** Students scoring at a unsatisfactory level of proficiency on the Civics EOC District Baseline Assessment is at 76%.

**G10.B2.S1** Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in civics.

### Action Step 1

Students will develop an understanding of content-specific vocabulary taught in Civics through a variety of strategies.

### Person or Persons Responsible

Teacher Reading Coach

### Target Dates or Schedule

An understanding of content-specific vocabulary taught in Civics will be developed on a weekly basis in the classroom.

### Evidence of Completion

Formative: Mini Benchmark Assessments, District Interim Assessments, Lesson Plans, Vocabulary Assessments Summative: Civics EOC

### Facilitator:

District

### Participants:

Social Studies Department

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

Fidelity of implementation will be monitored through classroom observation and analyzing lesson plans for evidence of different vocabulary strategies being taught.

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

Reading Coach MTSS

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

Classroom observations and monitoring lesson plans will occur on a biweekly basis.

#### **Evidence of Completion**

Formative: Mini Benchmark Assessments, District Interim Assessments, Lesson Plans, Vocabulary Assessments Summative: Civics EOC

### **Plan to Monitor Effectiveness of G10.B2.S1**

Effectiveness will be monitored by analyzing data from vocabulary assessments, benchmark mini assessments, and district interim assessments.

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

Teacher Reading Coach MTSS

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

Data from vocabulary assessments and benchmark mini assessments will be monitored on a biweekly basis. Data from district interim assessments will be monitored every 6-8 weeks as administered.

#### **Evidence of Completion**

Formative: Mini Benchmark Assessments, District Interim Assessments, Lesson Plans, Vocabulary Assessments Summative: Civics EOC

**G11.** Our goal for the 2013-14 school year is to improve in all the Early Warning Systems target areas in the Elementary School.

**G11.B1** The area of deficiency in students missing 10% or more of available instructional time was lack of knowledge regarding free medical resources available in the community.

**G11.B1.S1** There will be opportunities for students who may be developing a pattern of non attendance to provide their family with information about Florida KidCare and Free Clinics in the community.

**Action Step 1**

There will be opportunities for students who may be developing a pattern of non attendance to provide their family with information about Florida KidCare and Free Clinics in the community.

**Person or Persons Responsible**

Truancy Child Study Team (TCST)

**Target Dates or Schedule**

Daily, Monthly and Quarterly Attendance Reports

**Evidence of Completion**

Parent communication logs regarding attendance, attendance records, sign-in sheets indicating parents are aware of medical resources available to them in the community.

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

Decrease the percentage of students missing 10% or more of available instructional time.

**Person or Persons Responsible**

Truancy Child Study Team (TCST)

**Target Dates or Schedule**

Daily, Monthly and Quarterly Attendance Reports

**Evidence of Completion**

Parent communication logs regarding attendance, attendance records, sign-in sheets indicating parents are aware of medical resources available to them in the community.

## Plan to Monitor Effectiveness of G11.B1.S1

Decrease the percentage of students missing 10% or more of available instructional time.

### Person or Persons Responsible

Truancy Child Study Team (TCST)

### Target Dates or Schedule

Daily, Monthly and Quarterly Attendance Reports

### Evidence of Completion

Parent communication logs regarding attendance, attendance records, sign-in sheets indicating parents are aware of medical resources available to them in the community.

**G11.B2** The area of deficiency for students retained was students due to not taking advantage of extended learning opportunities.

**G11.B2.S1** Students will be given the opportunities to have more help with reading skills after school and during Saturday School.

### Action Step 1

Students will be given the opportunities to have more help with reading skills after school and during Saturday School.

### Person or Persons Responsible

Administration and MTSS Team will monitor for fidelity of implementation.

### Target Dates or Schedule

Monthly meetings and staff discussions regarding student performance.

### Evidence of Completion

Formative Assessment: Student work; district data, mini-assessments Summative Assessment: FCAT 2.0 Reading Exam

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

Reduce percentage of students retained.

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

Administration and MTSS Team will monitor for fidelity of implementation.

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

Monthly meetings and staff discussions regarding student performance.

#### **Evidence of Completion**

Formative Assessment: Student work; district data, mini-assessments Summative Assessment: FCAT 2.0 Reading Exam

### **Plan to Monitor Effectiveness of G11.B2.S1**

Reduce percentage of students retained.

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

Administration and MTSS Team will monitor for effectiveness.

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

Monthly meetings and staff discussions regarding student performance.

#### **Evidence of Completion**

Formative Assessment: Student work; district data, mini-assessments Summative Assessment: FCAT 2.0 Reading Exam



**G11.B3** The area of deficiency for students not proficient in reading by Grade 3 was due to not taking advantage of extended learning opportunities.

**G11.B3.S1** Students will be given the opportunities to have more help with reading after school and during Saturday School.

**Action Step 1**

Students will be given the opportunities to have more help with reading after school and during Saturday School.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Monthly meetings and staff discussions regarding student performance.

**Evidence of Completion**

Formative Assessment: Student work; district data, mini-assessments Summative Assessment: FCAT 2.0 Reading Exam

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

Decrease percentage of students not proficient in reading by Grade 3.

**Person or Persons Responsible**

Administration and MTSS Team will monitor for fidelity of implementation.

**Target Dates or Schedule**

Monthly meetings and staff discussions regarding student performance.

**Evidence of Completion**

Formative Assessment: Student work; district data, mini-assessments Summative Assessment: FCAT 2.0 Reading Exam

## Plan to Monitor Effectiveness of G11.B3.S1

Decrease percentage of students not proficient in reading by Grade 3.

### Person or Persons Responsible

Administration and MTSS Team will monitor for effectiveness.

### Target Dates or Schedule

Monthly meetings and staff discussions regarding student performance.

### Evidence of Completion

Formative Assessment: Student work; district data, mini-assessments Summative Assessment: FCAT 2.0 Reading Exam

**G11.B4** The area of deficiency for students with two or more behavioral referrals was not enough behavioral intervention and parent/guardian communication.

**G11.B4.S1** There will be additional opportunities for behavioral interventions and increased parent communication to prevent behavioral referrals.

### Action Step 1

There will be additional opportunities for behavioral interventions and increased parent communication to prevent behavioral referrals.

### Person or Persons Responsible

Administration and MTSS Team.

### Target Dates or Schedule

Monthly meetings and staff discussions regarding student behavior.

### Evidence of Completion

Monthly staff meeting sign-in sheets, parent/teacher communication logs, and incentive program in writing.

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

Reduce number of behavioral referrals administered.

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

Administration and MTSS Team will monitor progress toward meeting the goal.

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

Monthly meetings and staff discussions regarding student behavior.

#### **Evidence of Completion**

Monthly staff meeting sign-in sheets, parent/teacher communication logs, and incentive program in writing.

### **Plan to Monitor Effectiveness of G11.B4.S1**

Reduce number of behavioral referrals administered.

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

Administration and MTSS Team will monitor progress toward meeting the goal.

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

Monthly meetings and staff discussions regarding student behavior.

#### **Evidence of Completion**

Monthly staff meeting sign-in sheets, parent/teacher communication logs, and incentive program in writing.

**G12.** Our goal for the 2013-14 school year is to improve in all the Early Warning Systems target areas in the Middle School.

**G12.B1** The area of deficiency in students missing 10% or more of available instructional time was lack of knowledge regarding free medical resources available in the community.

**G12.B1.S1** There will be opportunities for students who may be developing a pattern of non attendance to provide their family with information about Florida KidCare and Free Clinics in the community.

**Action Step 1**

Decrease the percentage of students missing 10% or more of available instructional time.

**Person or Persons Responsible**

Truancy Child Study Team (TCST)

**Target Dates or Schedule**

Daily, Monthly and Quarterly Attendance Reports

**Evidence of Completion**

Parent communication logs regarding attendance, attendance records, sign-in sheets indicating parents are aware of medical resources available to them in the community.

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

Decrease the percentage of students missing 10% or more of available instructional time.

**Person or Persons Responsible**

Truancy Child Study Team (TCST)

**Target Dates or Schedule**

Daily, Monthly and Quarterly Attendance Reports

**Evidence of Completion**

Parent communication logs regarding attendance, attendance records, sign-in sheets indicating parents are aware of medical resources available to them in the community.

## Plan to Monitor Effectiveness of G12.B1.S1

Decrease the percentage of students missing 10% or more of available instructional time.

### Person or Persons Responsible

Truancy Child Study Team (TCST)

### Target Dates or Schedule

Daily, Monthly and Quarterly Attendance Reports

### Evidence of Completion

Parent communication logs regarding attendance, attendance records, sign-in sheets indicating parents are aware of medical resources available to them in the community.

**G12.B2** The area of deficiency for students with one or more behavioral referrals was not enough behavioral intervention and parent/guardian communication.

**G12.B2.S1** There will be additional opportunities for behavioral interventions and increased parent communication to prevent behavioral referrals.

### Action Step 1

Reduce number of behavioral referrals administered.

### Person or Persons Responsible

Administration and MTSS Team will monitor progress toward meeting the goal.

### Target Dates or Schedule

Monthly meetings and staff discussions regarding student behavior.

### Evidence of Completion

Monthly staff meeting sign-in sheets, parent/teacher communication logs, and incentive program in writing.

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

Reduce number of behavioral referrals administered.

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

Administration and MTSS Team will monitor progress toward meeting the goal.

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

Monthly meetings and staff discussions regarding student behavior.

#### **Evidence of Completion**

Monthly staff meeting sign-in sheets, parent/teacher communication logs, and incentive program in writing.

### **Plan to Monitor Effectiveness of G12.B2.S1**

Reduce number of behavioral referrals administered.

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

Administration and MTSS Team will monitor progress toward meeting the goal.

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

Monthly meetings and staff discussions regarding student behavior.

#### **Evidence of Completion**

Monthly staff meeting sign-in sheets, parent/teacher communication logs, and incentive program in writing.

**G12.B3** The area of deficiency for students failing courses as needed was due to students not taking advantage of extended learning opportunities.

**G12.B3.S1** Students will be given the opportunities to receive additional help completing school work and improving skills four times a week.

**Action Step 1**

Decrease percentage of students failing courses as needed.

**Person or Persons Responsible**

Administration and MTSS Team will monitor for effectiveness.

**Target Dates or Schedule**

Monthly meetings and staff discussions regarding student performance.

**Evidence of Completion**

Monthly staff meeting sign-in sheets, parent/teacher communication logs, and after school and Saturday School sign-in sheets.

**Plan to Monitor Fidelity of Implementation of G12.B3.S1**

Decrease percentage of students failing courses as needed.

**Person or Persons Responsible**

Administration and MTSS Team will monitor for effectiveness.

**Target Dates or Schedule**

Monthly meetings and staff discussions regarding student performance.

**Evidence of Completion**

Monthly staff meeting sign-in sheets, parent/teacher communication logs, and after school and Saturday School sign-in sheets.

## Plan to Monitor Effectiveness of G12.B3.S1

Decrease percentage of students failing courses as needed.

### Person or Persons Responsible

Administration and MTSS Team will monitor for effectiveness.

### Target Dates or Schedule

Monthly meetings and staff discussions regarding student performance.

### Evidence of Completion

Monthly staff meeting sign-in sheets, parent/teacher communication logs, and after school and Saturday School sign-in sheets.

**G13.** Our goal for the 2013-2014 school year is to increase school parent nights from 6 to 8, an increase of 33%.

**G13.B1** One area of deficiency is the number of parents who attend parent nights on a regular basis.

**G13.B1.S1** Parent will be given opportunities to attend meetings covering topics and information pertinent to their children's progress.

### Action Step 1

Parent will be given opportunities to attend meetings covering topics and information pertinent to their children's progress.

### Person or Persons Responsible

Teachers MTSS

### Target Dates or Schedule

Parent nights will be scheduled on a monthly basis.

### Evidence of Completion

Attendance logs will be kept at each parent night.



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

Fidelity of implementation will be monitored by the MTSS through biweekly meetings to plan and implement meetings.

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

Administration

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

Meetings to plan and implement parent nights will be held monthly.

#### **Evidence of Completion**

Attendance logs will be kept at each parent night.

### **Plan to Monitor Effectiveness of G13.B1.S1**

Effectiveness will be monitored through evidence of parent nights being held and attendance logs at each parent night.

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

Administration

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

Effectiveness will be monitored each month after every parent night.

#### **Evidence of Completion**

Attendance logs will be kept at each parent night.

## 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

i-Ready - Reading and Math differentiated-driven computer program - \$700

Field trips, and other incentives for students putting forth maximum effort - \$525

## 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.*

**G8.** Our goal for the 2013-2014 school year is to increase number of STEM experiences from 40 to 50, an increase of 25%.

**G8.B2** One area of deficiency is the number of students who are exposed to STEM experiences on a regular basis.

**G8.B2.S1** The number of students who take part in STEM experiences will increase through increasing the number of off-site experiences that are planned.

### PD Opportunity 1

The number of students who are exposed to STEM experiences as the Science Club, which focuses on competing in the Fairchild Challenge, expands and gains more members. More members will be gained through providing more hands-on and off-site opportunities

#### Facilitator

Fairchild Tropical Botanic Garden

#### Participants

Science Teachers Science Club Sponsors

#### Target Dates or Schedule

An off-site field trip relating to STEM and the Science Club will be planned every two months.

#### Evidence of Completion

Student attendance logs will be evidence of implementation. Summative: FCAT Science 2.0 Assessment

**G9.** Our goal for the 2013-14 school year is to increase the CTE education from 0% to 5% by 5 percentage points.

**G9.B1** The area of deficiency is that no students were enrolled in the CTE program.

**G9.B1.S1** Have a teacher hold industry certification.

**PD Opportunity 1**

Have teacher gain industry certification

**Facilitator**

District.

**Participants**

Assigned staff.

**Target Dates or Schedule**

2013-14 school year.

**Evidence of Completion**

Industry certification

**G9.B2** The area of deficiency is that there were no students enrolled in CTE accelerated courses.

**G9.B2.S1** Have a teacher gain industry certification.

**PD Opportunity 1**

Have a teacher gain industry certification.

**Facilitator**

District

**Participants**

Assigned teachers.

**Target Dates or Schedule**

Before the end of the school year.

**Evidence of Completion**

Industry certification.

**G9.B4** The area of deficiency is the school had no CTE program concentrators.

**G9.B4.S1** Provide teachers with the opportunity to become CTE program concentrators.

**PD Opportunity 1**

A teacher will become a CTE program concentrator.

**Facilitator**

District

**Participants**

Assigned teachers.

**Target Dates or Schedule**

Before the end of the school year.

**Evidence of Completion**

Certification indicating the teacher is a CTE program concentrator.

**G9.B5** The area of deficiency is that no teachers held industry certification.

**G9.B5.S1** There will be additional opportunities for teachers to enroll in courses to obtain industry certification.

**PD Opportunity 1**

One teacher will obtain industry certification.

**Facilitator**

District

**Participants**

Assigned teachers

**Target Dates or Schedule**

Before the school year ends.

**Evidence of Completion**

A teacher will hold industry certification.

**G10.** Our goal for the 2013-2014 school year is to increase students who are proficient on the Civics EOC from 0% to 10%, an increase of 10 percent.

**G10.B2** Students scoring at a unsatisfactory level of proficiency on the Civics EOC District Baseline Assessment is at 76%.

**G10.B2.S1** Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in civics.

### **PD Opportunity 1**

Students will develop an understanding of content-specific vocabulary taught in Civics through a variety of strategies.

#### **Facilitator**

District

#### **Participants**

Social Studies Department

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

An understanding of content-specific vocabulary taught in Civics will be developed on a weekly basis in the classroom.

#### **Evidence of Completion**

Formative: Mini Benchmark Assessments, District Interim Assessments, Lesson Plans, Vocabulary Assessments Summative: Civics EOC

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G3.	Our goal for the 2013-14 school year is to increase student proficiency on the FCAT 2.0 Math from 35% to 42%, an increase of 7 percentage points.	\$1,000
G7.	Our goal for the 2014 8th grade Science FCAT 2.0 is to increase proficiency from 32% to 39%, an increase of 7 percentage points.	\$500
Total		\$1,500

### Budget Summary by Funding Source and Resource Type

Funding Source	Total	Technology	Evidence-Based Program
Total	\$1,500	\$1,000	\$500
Operational Budget	\$1,000	\$1,000	
Operational budget	\$500	\$500	

### Budget Details

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

**G3.** Our goal for the 2013-14 school year is to increase student proficiency on the FCAT 2.0 Math from 35% to 42%, an increase of 7 percentage points.

**G3.B1** The Economically Disadvantaged subgroup did not make their AMO, as noted on the 2013 Math FCAT 2.0. The proficiency of this subgroup will increase on the 2014 Math FCAT 2.0 from 35% to 42%, an increase of 7 percent.

**G3.B1.S1** Identify students in the Economically Disadvantaged subgroup and use an in-school intervention tutorial program (I-Ready) to address the mathematics deficiencies, as indicated by data reports.

### **Action Step 1**

Students in the Economically Disadvantaged subgroup will be given access to an in-school intervention tutorial program (I-Ready) to address the mathematics deficiencies, as indicated by data reports.

#### **Resource Type**

Technology

#### **Resource**

i-Ready program designed to improve reading and math skills.

#### **Funding Source**

Operational Budget

#### **Amount Needed**

\$500



**G3.B6** The area of deficiency for the lowest 25% of students who achieved learning gains, as noted on the 2013 Math FCAT 2.0, was the Geometry and Measurement category. The percentage of lowest 25% of students who achieve learning gains on the 2014 Math FCAT 2.0 will increase from 75% to 78%, an increase of 3 percent.

**G3.B6.S1** Identify students in the lowest 25% and use an in-school intervention tutorial program (I-Ready) to address the mathematics deficiencies, as indicated by data reports.

**Action Step 1**

Students in the lowest 25% will be given access to an in-school intervention tutorial program (I-Ready) to address the mathematics deficiencies, as indicated by data reports.

**Resource Type**

Evidence-Based Program

**Resource**

i-Ready

**Funding Source**

Operational budget

**Amount Needed**

\$500

**G7.** Our goal for the 2014 8th grade Science FCAT 2.0 is to increase proficiency from 32% to 39%, an increase of 7 percentage points.

**G7.B1** The area of deficiency for 8th grade students who scored at Level 3, as noted on the 2013 Science FCAT 2.0, was the Physical Science category. The percentage of students who score at achievement Level 3 on the 2014 Science FCAT 2.0 will increase from 25% to 30%, an increase of 5 percent.

**G7.B1.S1** Teacher will incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, Adaptive Curriculum, etc.)

**Action Step 1**

Teachers will incorporate instructional technology resources such as Gizmos, FCAT Explorer, Adaptive Curriculum, and Discovery Education as evidenced in their lesson plans.

**Resource Type**

Technology

**Resource**

Adaptive Curriculum used to improve science application knowledge. Gizmos used in math and science to present technology-based information.

**Funding Source**

Operational Budget

**Amount Needed**

\$500