



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Academy For International Education Charter School

1080 LABARON DR
Miami Springs, FL 33166
305-883-3900
<http://www.aiecharter.net>

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
60%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
91%

School Grades History

2013-14
C

2012-13
C

2011-12

2010-11

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Academy For International Education Charter

Principal

Michael Bell, Governor Board and Chair, Miami Dade Foundation for Educational Innovation; Vera Hirsh, Principal

School Advisory Council chair

Walter Fajet

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

Name	Title
Jennifer Gomez	Lead Teacher/Mathematics
Yaquelin Ricardo	Kindergarten Teacher and ESOL Designee
Laurie Varona	Science Teacher
Nevenka Huertas	Second Grade Teacher/Reading
Carlos Camji	ESE/Elementary Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The membership of the SAC includes parents (2), teachers(2), a student(1), principal(1) and community member(1).

Involvement of the SAC in the development of the SIP

The SAC reviews SAT and FCAT results from previous year and make suggestions for the following year. The SAC also makes recommendations on technology programs and resources to use in school. In addition, the SAC meets to discuss about the students' progress and how parents can be involved to help students at home.

Lastly, the SAC comments on the SIP development and ask questions in regards to strategies that teachers should be using in teh classroom.

The SAC makes recommendations to improve the school's safety and curriculum.

The \$5.00 that each child receives from FTE will be used to purchase more computers and classroom resources like textbooks, and incentives.

Activities of the SAC for the upcoming school year

The SAC makes recommendations in regards to curriculum and budget focus.

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

Projected use of school improvement funds include: Science textbooks, materials, Math textbooks, Reading textbooks, and software. Amount allocated for this project is \$15,000 from CSP Grant money. See detailed allocated money:

Robotics materials that supports STEAM (CSP Grant): \$6000

\$4000 for Science tools (microscopes, scales, weights, mineral rocks, dissection pans, and equipments, textbooks, and laptops

\$5000 for software programs: Successmaker, Write to Learn, and Reading Plus

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:

of classroom teachers

20

receiving effective rating or higher

0, 0%

Highly Qualified Teachers

100%

certified in-field

20, 100%

ESOL endorsed

20, 100%

reading endorsed

0, 0%

with advanced degrees

2, 10%

National Board Certified

0, 0%

first-year teachers

1, 5%

with 1-5 years of experience

14, 70%

with 6-14 years of experience

3, 15%

with 15 or more years of experience

0, 0%

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

Principal will recruit using staff's recommendations and walk in applicants. Principal will interview in-field and certified teachers and can show test-scores.

To maintain the highly qualified, certified, and in-field teachers at the school, the principal will use incentives, rewards, recognitions, on campus chats and breakfasts, etc.

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. Huertas will mentor Stefanie Reynolds (mentee) in classroom's daily operations, data analysis, professional growth, and strategies being used with students to increase students' achievement.

Plan: Ms. Huertas will meet weekly with Ms. Reynolds to plan CCSS lessons, discuss students' data analysis, and strategies to implement weekly in the classrooms.

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

AIE Charter will:

- Discuss strategies to implement throughout the year to increase student achievement with different grade levels
- Collaborate with teachers to make informed decisions on MTSS/RTI implementation
- Gather input for the on-going development for intervention strategies
- Walk through
- Professional development participation
- Analyze data to drive instruction and provide interventions to low performing students
- Monitor the implementation of best practices and strategies to implement for students not meeting standards.

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

- Principal: Vera Hirsh. Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of MTSS/ RTI. Provides a common decision for the use of data driven instruction and decision making. Conveys with parents regarding MTSS/RTI plans and activates the school will provide to effectively enhance student achievement.
- The Lead Teacher: Jennifer Gonzalez-Gomez. Provides support to the staff to design, implement and evaluate the effectiveness of the Literacy Program. Assists with the monitoring and responding to the needs of the subgroups within the expectations for adequate yearly progress.
- Exceptional Student Education (ESE) teacher: Carlos Camji: Collaborates with general education teachers to plan activities and to cogitate project based learning. Provides instructional activities based on student data to construct lessons using Differentiated Instruction to meet the Individual needs of the students.
- Reading Instructional Support Personnel: Jennifer Gonzalez-Gomez, Yaquelin Ricardo(K-Teacher), and Nevenka Huertas (2nd Grade Teacher). Support and provides Instruction through professional development and in class co-teaching on the Implementation of data driven Instruction in the K-12 reading plan; facilitates and supports data collection and decision making activities.
- School Psychologist: Jorge Garcia. Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities.
- Technology Specialist: Bryan Regan. Provides support necessary to teachers and staff regarding the management and display of data.
- Speech Language Pathologist: Anna Castellano Brand. Effectively communicates diagnostic test results, diagnoses, and proposed treatment help related to speech, language, and cognitive-communication. Educates the team on the effect of these elements on students with respect to language skills. Develops curriculum with appropriate screening measures and methods of identifying areas of student needs.
- English Speakers of Other Languages (ESOL Designee): Yaquelin Ricardo. Participates in student data collection, integrates core instructional activities/supplemental materials into Tier 3 instruction; supports grade level collaborates with teachers through teaching and co-teaching activities when needed, liaison between grade level and RTI Leadership Team, and communicates with teachers regarding ESOL

students' progress.

- Grade Level Representatives: Yaquelin Ricardo (K), Nicole Rodriguez (1st), Nevenka Huertas (2nd), Barbara Mora (3rd), Gabriella Guiu-Garcia (4th), Martha Fenton (5th), Evelyn Lao (6th), and Elizabeth Higgins (7th). Initiates and develops Instructional Focus Calendar, assists with the screening programs that provide early intervening services for students considered at risk/ Tier 3, assists in data collection, progress monitoring, chart particular student needs, data is used strategically to shift instructional focus and align professional development with the instructional needs of the students.
- The Literacy Leadership Team: Vera Hirsh, Jennifer Gonzalez-Gomez, will meet on a monthly basis or on an as needed basis to provide a literacy support system to build capacity, sustain rigor of the curriculum while focusing on the improvement of student learning. The team will work collaboratively to investigate, seek solutions and also work closely with the RTI Team to provided professional development.

Jennifer Gomez, the Lead Teacher is responsible for the RTI process.

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

The leadership team will:

- Collaborate with grade level chairs and support personnel to increase students' achievement
- Provide support to teachers by suggesting best practices and CCSS strategies in order to increase students' performance
- Meet twice a month to provide support and guide teachers in the implementation
- Confer with teachers and gather progress on students
- Monitor teachers in the implementation of Reading and Writing in all content areas

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

1. Data is used to drive instructional decisions and to:

- Adjust the delivery of the curriculum and instruction to meet the specific needs of students
- Adjust school based resources
- Drive decisions regarding targeted professional development
- Create student growth trajectories in order to identify a d develop interventions

2. Managed data:

- FAIR assessments
- Baseline and Interim assessments
- FCAT
- Quarterly reports
- Student case management system
- Climate survey
- Attendance

All this data collected is being analysed with teachers, the principal, and Lead teacher to identify students at risk, students in the lowest 25%, and students with FCAT Levels 1-4 in order to provide classroom support, differentiated instructions, and best practices.

The principal and Lead teacher meets once a month to discuss with teachers the students at risk and strategies to be used with them.

Principal and Lead teacher reviews software programs reports generated to monitor students' software program usage.

The principal also uses the data to communicate parents about their kids' progress and weaknesses.

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

The leadership team will meet often to provide feedbacks, gather suggestions, and provide support as needed.

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: Extended Day for All Students

Minutes added to school year: 2,520

AIE Charter will:

- Extended learning time by 60 minutes a week (2,520 minutes a year) in order to increase the quality of learning.

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?

The principal (Vera Hirsh) and Lead Teacher (Jennifer Gonzalez-Gomez) will collect data from teachers through Baseline testing, FAIR assessments, Interim assessments, Success maker reports, and quarterly grades.

The Principal and Lead teacher will meet with grade levels to analyze reports, identify students at risk, and provide support to drive instruction.

Who is responsible for monitoring implementation of this strategy?

LLT, Principal, and EESAC

Strategy: Weekend Program**Minutes added to school year:** 1,680

Provide Saturday Tutoring for students at risk and not meeting standards. AIE will offer free Saturday tutoring for students at risk. Students will have the opportunity to attend 14 Saturday sessions for 2 hours, totaling 1680 minutes.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Teachers and the principal will analyse data collected in order to plan lessons for Saturday tutoring.

Who is responsible for monitoring implementation of this strategy?

Principal and Lead Teacher

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

Name	Title
Vera Hirsh	Principal
Jennifer Gomez	Lead Teacher
Tiffany Goodwin	Elementary Mathematics
Evelyn Lao	Middle School Mathematics
Nevenka Huertas	Elementary Reading
Auri Castillo	Middle School Reading
Stephanie Reynolds	Elementary Science
Laura Varona	Middle School Science
Yaquelin Ricardo	ESOL Teacher Designee
Carlos Camji	ESE Teacher
N. Rodriguez, J Corporan, C Curberlo, I Arredondo	Grade Level Representative

How the school-based LLT functions

The Literacy Leadership Team will meet on a monthly basis or on an as needed basis to provide a literacy support system to build capacity, sustain rigor of the curriculum while focusing on the improvement of student learning. The team will work collaboratively to investigate, seek solutions and also work closely with the RTI Team to provided professional development.

The LLT's roles are:

- Discuss strategies to implement throughout the year to increase student achievement
- Collaborate with team to make informed decisions on MTSS/RTI implementation
- Provide support with the implementation of intervention strategies
- Suggest and Participate in professional development decisions

Principal: The Instructional Leader who facilitates the RTI and Literacy Leadership Team on a monthly basis while guiding the vision and mission of AIE. Ensures that the school-based team assesses, implement, provides intervention, ensures adequate professional development to support the school based RTI team and teachers and communicates with all stakeholders regarding RTI plans and activities.

Reading , Mathematics, Science Department Heads: Provides support to the instructional leader and RTI/ Literacy Leadership school based team, ensures the collection of data and the implementation of intervention for identified students, monitors the RTI intervention groups and follows up on needed professional development activities.

The Lead Teacher: Provides support to the staff to design, implement and evaluate the effectiveness of the Literacy Program. Assists with the monitoring and responding to the needs of the subgroups within the expectations for adequate yearly progress.

Grade Level Representatives: Initiates and develops Instructional Focus Calendar, assists with the screening programs that provide early intervening services for students considered at risk/ Tier 3, assists in data collection, progress monitoring, chart particular student needs, data is used strategically to shift instructional focus and align Professional development with the instructional needs of the students.

Department of English Speakers of Other Languages, the Department of Exceptional Student Education Teachers and Selected Grade Level Representatives: participate in student data collection, integrates core instructional activities/supplemental materials into Tier 3 instruction; supports grade level collaborates with teachers through teaching and co-teaching activities when needed, liaison between grade level and RTI Leadership Team.

Major initiatives of the LLT

3. The LLT's major initiative this year will be to work on collaboration with teachers in order to provide support to implement CCSS lessons and integrate curriculum in all subject areas. In addition, the LLT will discuss new and innovated ideas to implement in the classrooms and share them across grade levels. Also, the LLT will confer with teachers and administrators present the principal with ideas and an action plan on how to improve reading achievement on students, suggest professional development, and review progress-monitoring data at the grade/classroom level. The LLT will identify students who are at moderate/high risk for not meeting standard in order to ensure the effectiveness of focus lessons and meet with teachers to support them in the process.

Every Teacher Contributes to Reading Instruction

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

AIE Charter will:

- Work in collaboration to plan and integrate all subject areas across the curriculum
- Math and Science teachers will work with Reading teachers to incorporate reading strategies during the daily instructions
- Math and Science teachers will use note taking techniques for students to interpret and analyze Science and Math vocabulary and concepts.

The Math and Science teacher will also teach Writing into their schedule. Math and Science teachers will use journals to write topics.

The Music teacher will integrate Reading into Music classes through the use of Reading passages about composers and Music topics.

The Math and Science teacher will also teach Writing into their schedule. Math and Science teachers will use journals to write topics.

All teachers will have a library in their classroom to provide different literature to children.

The Spanish teacher will use Reading strategies taught in English in her Spanish time.

The ESE teacher will also use books from his library to read aloud to ESE students he sees on a weekly basis.

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

AIE uses the school website to advertise vacancies for students to enroll in Kindergarten. In addition, AIE contacts parents who have students in the school to recruit their other younger siblings.

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

AIE will:

- Offer advance courses (Algebra, Physical Science, and Social Studies) to prepare students for college and career readiness
 - Offer robotics courses to prepare students for the new challenges of the global society and digital natives
 - Applying journalism curriculum to incorporate Social Studies and daily current event skills
- Invites guest speakers to come and talk about different topics and careers.
Celebrates career day where students have the opportunity to listen to presentations about jobs and careers

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

AIE uses the articulation process and teacher's judgments to advise courses for the benefits of the students.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	64%	Yes	63%
American Indian				
Asian				
Black/African American				
Hispanic	60%	64%	Yes	63%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	57%	57%	Yes	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	32%	35%
Students scoring at or above Achievement Level 4	50	30%	31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		55%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	39	51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	28	36%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	29	38%	44%

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	[data excluded for privacy reasons]		39%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	59%	Yes	62%
American Indian				
Asian				
Black/African American				
Hispanic	60%	59%	No	63%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	54%	53%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	34%	37%
Students scoring at or above Achievement Level 4	37	23%	24%

Learning Gains

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

Middle School Acceleration

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

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%		No	62%
American Indian				
Asian				
Black/African American				
Hispanic	60%		No	63%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	54%		No	58%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

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

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	

Geometry End-of-Course (EOC) Assessment

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

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	27%	31%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		24%

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		0%	
Students scoring at or above Achievement Level 4		0%	

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		0%	
Students scoring at or above Level 7		0%	

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)	3		5
Participation in STEM-related experiences provided for students	100	0%	150%

Area 6: Career and Technical Education (CTE)

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

Area 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	0	0%	
Students retained, pursuant to s. 1008.25, F.S.	8	3%	2%
Students who are not proficient in reading by third grade	13	36%	32%
Students who receive two or more behavior referrals	0	0%	
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	20	6%	5%
Students who fail a mathematics course	3	4%	3%
Students who fail an English Language Arts course	2	3%	2%
Students who fail two or more courses in any subject	2	3%	2%
Students who receive two or more behavior referrals	10	3%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	2	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

- ? Communicates with parents through the school website, flyers, and letters home about events and school activities involving their child's academic growth
- ? Engages parents to Open House, Greet and Meet, PTO meetings, Kindergarten Orientation and transition meetings
- ? Actively engages parents to participate in school activities
- ? Uses a variety of ways to reach parents through phone calls, Connect-Ed, monthly calendars, parent - teacher conferences, and e-mails in order to discuss and inform parents about their child's education, progress, discipline, and school's policies
- ? Recruits school volunteers in order to engage more parents and the community to school activities

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
? Uses a variety of ways to reach parents through phone calls, Connect-Ed, monthly calendars, parent - teacher conferences, and e-mails in order to discuss and inform parents about their child's education, progress, discipline, and school's policies	214	60%	70%

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.** All students taking the 2014 FCAT Reading 2.0 will improve their reading scores from 64% to 65%.
- G2.** Students in 4th and 8th Grade taking the Writing FCAT 2.0 will increase their Writing scores from 32% to 39%.
- G3.** All students taking the FCAT 2.0 Mathematics Assessment in 2014 will improve their scores from 59% to 62 %.
- G4.** 50% of the students taking acceleration courses will be proficient.
- G5.** 50 % of the students taking Algebra EOC will be proficient.
- G6.** Students scoring at Level 3, 4, or above on the FCAT 2.0 Science assessment will increase their scores by 4%.
- G7.** Students in 8th grade will achieve 26% proficiency in science.
- G8.** Students will participate in Robotics classes before and after school, more science field trips, and science fair development.
- G9.** Students enrolled in general courses related to CTE will participate in CTE courses in CTE programming class.
- G10.** All students taking the Civics EOC in 2013 will improve their scores by 50%.
- G11.** Embedding EWS at AIE can increase the effectiveness in identifying students who need support. All students will increase their attendance in school by 1%; behavior referrals will decrease by 50%; and students failing a course will decrease by 50%.
- G12.** Increase the amount of parents to participate in school activities.

Goals Detail

G1. All students taking the 2014 FCAT Reading 2.0 will improve their reading scores from 64% to 65%.

Targets Supported

- Reading (FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- Professional development, technology resources such as Reading Plus, Success Maker, New textbooks series, and small group intervention and tutoring as part of the extended school day

Targeted Barriers to Achieving the Goal

- Barrier: The most critical area of deficiency as noted in the Reading FCAT 2.0 for students scoring at achievement Level 3 was Category 2 Reading Application.
- The most critical area of deficiency as noted in the Reading FCAT 2.0 for students scoring at achievement Level 4 was Category 3 Literacy Analysis.
- All students making learning gains on the FCAT 2.0 Reading Assessment required more opportunities besides the daily core Reading program to support their academic needs.
- Students in the lowest 25% making learning gains did not have opportunities to be tutored outside the 90 minutes block by another instructional personnel.
- Students in the lowest 25% making learning gains had difficulties with Category 3 Reading Application.
- Students taking the CELLA Assessment and scoring proficient in Listening and Speaking required additional opportunities to speak the non native language in classroom and outside the classroom.
- Students scoring proficient in the Reading section of the CELLA Assessment required more opportunities to read in English.
- Students scoring proficient in the Writing CELLA Assessment were not exposed to a variety of opportunities to practice academic writing, pre-write to generate ideas before writing, and lack resources to utilize during in class writing activities like a writing folder containing examples of similes, onomatopoeias, a figurative language, etc.

Plan to Monitor Progress Toward the Goal

Monitor lesson plans. Meet with each grade level twice a month to discuss strategies being implemented. Adjust instruction as needed, and review data collected.

Person or Persons Responsible

The Principal

Target Dates or Schedule:

On going

Evidence of Completion:

Weekly assessment Fall and Winter District Interim Assessments Review of RTI and interim progress reports

G2. Students in 4th and 8th Grade taking the Writing FCAT 2.0 will increase their Writing scores from 32% to 39%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Professional developments, technology, software usage, textbooks, and tutoring

Targeted Barriers to Achieving the Goal

- Students scoring 3.5 and above in the FCAT Writing in 4th were not exposed to a variety of opportunities to practice academic writing. Students did not have enough practice to pre-write to generate ideas before writing. Students lacked resources to utilize during in class writing activities like writing folder containing materials like examples of similes, onomatopoeia, figurative language, etc

Plan to Monitor Progress Toward the Goal

meet to discuss strategies being implemented and adjust instruction as needed

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule:

all year

Evidence of Completion:

Monitor lesson plans reports monthly writing teacher observations summative FCAT data reports

G3. All students taking the FCAT 2.0 Mathematics Assessment in 2014 will improve their scores from 59% to 62 %.

Targets Supported

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

Resources Available to Support the Goal

- Technology, tutoring, professional developments, and new textbooks usage.

Targeted Barriers to Achieving the Goal

- Students in the Hispanics and Economically Disadvantage subgroup did not have enough opportunities to use software programs during class and at home.
- According to the results of the 2013 FCAT 2.0, students in 3rd Grade and 5th Grade scoring Level 3 experienced difficulties in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.
- Students in 4th Grade scoring Level 3 experienced difficulties in Reporting Category 2 Number: Base Ten and Fractions
- According to the results of the Mathematics FCAT 2.0, students scoring Level 3 in 6th and 7th grade experienced difficulty in Category 1, Fractions, Ratios, Proportional.
- According to the results of the 2013 FCAT 2.0, students scoring Level 4 or above in 3rd Grade and 5th Grade experienced difficulties in Reporting Category 3, Geometry and Measurement.
- Students scoring Level 4 or above in 4th Grade experienced difficulties in Reporting Category 1 Number: Operations and Problems
- According to the results of the Mathematics FCAT 2.0, students scoring Level 4 or above in 6th grade experienced difficulty in Category 1, Fractions, Ratios, Proportional
- Students making learning gains made in the FCAT 2.0 Mathematics had the most difficulty with Category 3: Geometry and Measurement.
- According to the FCAT 2.0 Mathematics assessment administered in 2012, students making learning gains in the lowest 25% had difficulties with Category 2, Number Fractions.
- Students making learning gains in the lowest 25% in 6th Grade had difficulties in the three categories: Number Base Ten Fractions, Expressions, Equalities, and Statistics, and Geometry and Measurements as shown in the FCAT 2.0 assessment administered in 2012.
- The areas of deficiencies as noted on the FCAT 2.0 assessment in 7th Grade for students making learning gains in the lowest 25% are the three Categories: Fractions, Proportions, and Ratios, Expressions and Equations, Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Data analysis Observations Class visits Walk troughs Software reports

Person or Persons Responsible

Principal

Target Dates or Schedule:

on going

Evidence of Completion:

Software reports Assessments

G4. 50% of the students taking acceleration courses will be proficient.

Targets Supported

Resources Available to Support the Goal

- Professional developments, software, tutoring, class resources

Targeted Barriers to Achieving the Goal

- Students need more experience with technology. They need to master the ability to read algebraic problems on the screen, solve them on a paper, and transferring them to the computer. No Algebra I EOC data has been collected.

Plan to Monitor Progress Toward the Goal

? Classroom observations ? Discussions ? Walk throughs desegregation of data

Person or Persons Responsible

Principal

Target Dates or Schedule:

on going

Evidence of Completion:

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative EOC Exams ?
Interim assessments ? Rubrics

G5. 50 % of the students taking Algebra EOC will be proficient.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Professional developments, software, textbooks usage, tutoring

Targeted Barriers to Achieving the Goal

- Students need more experience with technology. They need to master the ability to read Algebra problems on the screen, solve them on a paper, and transferring them to the computer. No Algebra EOC data has been collected

Plan to Monitor Progress Toward the Goal

? Classroom observations ? Discussions ? Walk throughs

Person or Persons Responsible

Principal

Target Dates or Schedule:

on going

Evidence of Completion:

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative EOC Exams ?
Interim assessments ? Rubrics

G6. Students scoring at Level 3, 4, or above on the FCAT 2.0 Science assessment will increase their scores by 4%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Professional development, texts, science kits, science experiments, tutoring

Targeted Barriers to Achieving the Goal

- As noted on the FCAT Science 2.0, students in 5th Grade scoring at Level 3 and 4 had most difficulty with Physical Science.

Plan to Monitor Progress Toward the Goal

Walk throughs Discussions Observations Data analysis

Person or Persons Responsible

The principal

Target Dates or Schedule:

On going

Evidence of Completion:

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative FCTA 2.0
assessments ? Interim assessments ? Weekly experiments checkups and observations ? Rubrics

G7. Students in 8th grade will achieve 26% proficiency in science.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Professional development, science kits, interactive science tools, texts, hands-on experimental activities, gizmos, lap tops

Targeted Barriers to Achieving the Goal

- All students in 8th Grade taking the Science Baseline in August 2013 had difficulties in all categories: Scientific Method, Earth and Space, Physical Science, and Life Science.

Plan to Monitor Progress Toward the Goal

? Do daily walk throughs ? Monitor lesson plans ? Meet with teachers to discuss strategies being implemented and adjust instruction as needed ? Support teachers by providing necessary resources ? Classroom observations ? Discussions

Person or Persons Responsible

Principal

Target Dates or Schedule:

On going

Evidence of Completion:

? Baseline assessments ? Monthly assessments ? Teacher observations ? Sumative FCAT 2.0 assessments

G8. Students will participate in Robotics classes before and after school, more science field trips, and science fair development.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- Professional development, science tools, experiments, tutoring

Targeted Barriers to Achieving the Goal

- Students in K-5 had limited exposure to field trips involving Science and technology. Students in Middle School had no exposure to Robotics. Students had limited exposure to literature involving Science and Technology during the Reading and Science classes. The amount of students participating in the annual Science Fair was not high enough. AIE will increase students' participation in the Science Fair in all grade levels.

Plan to Monitor Progress Toward the Goal

Observations Conduct class visits Walk throughs

Person or Persons Responsible

The principal

Target Dates or Schedule:

On going

Evidence of Completion:

Science Fair rosters Signing sheets

G9. Students enrolled in general courses related to CTE will participate in CTE courses in CTE programming class.

Targets Supported

- CTE

Resources Available to Support the Goal

- Professional development and CTE course instructional materials

Targeted Barriers to Achieving the Goal

- ? Integrate the Common Core Reading standards for Literacy into in Science and CTE and content area curriculum ? Increase the number of students in CTE and advance courses ? There is a lack of communication between elementary/middle schools and high schools regarding CTE
- Teacher certification is needed to teach the CTE programming classes.

Plan to Monitor Progress Toward the Goal

Provide opportunities for teachers to take CTE courses

Person or Persons Responsible

The principal

Target Dates or Schedule:

On going

Evidence of Completion:

Signing sheets Observations Certifications

G10. All students taking the Civics EOC in 2013 will improve their scores by 50%.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- Professional development, texts, software

Targeted Barriers to Achieving the Goal

- Upon completion of the District Baseline assessment administered in August 2013 and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area. Students had difficulties transferring all topics assessed in the Baseline: Government Policies and Political Processes, Organization and Function of Government, Origins and Purposes of Law and Government, Roles Rights, and Responsibilities.

Plan to Monitor Progress Toward the Goal

Monitor classes and lesson plans Class visits Observations Walk throughs

Person or Persons Responsible

Principal

Target Dates or Schedule:

On going

Evidence of Completion:

Assessments Observations Checklist Quarterly assessments

G11. Embedding EWS at AIE can increase the effectiveness in identifying students who need support. All students will increase their attendance in school by 1%; behavior referrals will decrease by 50%; and students failing a course will decrease by 50%.

Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

- Professional development, student incentives

Targeted Barriers to Achieving the Goal

- Students who missed 10% or more in the Elementary grades did not have enough opportunities to receive incentives to improve their attendance.
- Students in K-5 being retained did not have opportunities to receive supplemental instruction besides the Reading Core instruction.
- Students who are not proficient in Reading by 3rd Grade did not have opportunities to use software programs in school and at home.
- Students with two or more behavior referrals in Grades K-5 will decrease their referrals by 50%.
- Students who missed 10% or more in Grades 6th-8th did not have opportunities to be recognized with incentives when good attendance was taking place.
- Students in middle school failing courses as noted in data did not have extra support after school to be tutored.
- Students in middle school (6th-8th) with one or more behavior referrals did not have opportunities to participate in school activities to foster character education.

Plan to Monitor Progress Toward the Goal

? Observations ? Chats ? Feedbacks from teachers ? Walk throughs ? Monthly Awards Celebrations

Person or Persons Responsible

Principal

Target Dates or Schedule:

on going

Evidence of Completion:

? Observations ? Chats ? Feedbacks from teachers ? Walk throughs ? Monthly Awards Celebrations

G12. Increase the amount of parents to participate in school activities.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- flyers, school website, and letters

Targeted Barriers to Achieving the Goal

- Address all parents' concerns in a timely manner Increase parent participation in school activities

Plan to Monitor Progress Toward the Goal

Communicate with PTO on a weekly basis Check signing sheets Participate in school activities to support parents Supervise activities planned by PTO

Person or Persons Responsible

Principal and Lead Teacher

Target Dates or Schedule:

on going

Evidence of Completion:

sign in sheets, actual activity participation, feedbacks

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All students taking the 2014 FCAT Reading 2.0 will improve their reading scores from 64% to 65%.

G1.B1 Barrier: The most critical area of deficiency as noted in the Reading FCAT 2.0 for students scoring at achievement Level 3 was Category 2 Reading Application.

G1.B1.S1 Use McGraw Hill Reading series aligned to CCSS for students to read literature and informational text that are complex and differentiate instruction using software programs in class.

Action Step 1

Classroom instruction involving: Author's Purpose: teachers will use author's purpose charts, two column charts with opinion and support, conclusion and support, and cause and effect. Complex text for students to read and comprehend literature and informational text using McGraw Hill Reading series and exemplar lessons. The use of Venn diagrams to compare and contrast characters and events in a text. Rigorous lessons to teach main idea, sequence of events, story elements, conclusions and references utilizing strategies such as main idea table, time lines, summaries, and power notes using graphic organizers. Plan and implement classroom strategies involving cause and effect, chronological order, identifying themes and topics within texts, identifying author's purpose and perspective, and ask and answer questions providing text evidence. Integrate Reading in other subject areas like Science and Social Studies. Utilize graphic organizers in Science and Social Studies involving the strategies mentioned above. Differentiated instruction using software programs like Reading Plus, Successmaker, and Write to Learn Program.

Person or Persons Responsible

The teacher

Target Dates or Schedule

On going

Evidence of Completion

Baseline assessments Interim assessments Teacher assessments Teacher observations
Summative FCAT 2.0 assessments Rubrics

Facilitator:

Lead Teacher

Participants:

The teacher

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

Assist teachers in planning and modeling strategies. Review best practices to implement in the classrooms. Provide resources as needed.

Person or Persons Responsible

Principal and LLT

Target Dates or Schedule

On going / all year

Evidence of Completion

Do daily walk through. Monitor lesson plans. Meet with each grade level twice a month to discuss strategies being implemented, adjust instruction as needed, and review data collected.

Plan to Monitor Effectiveness of G1.B1.S1

Walk throughs Class visits Data Chats and analysis Align curriculum based on data analysis

Person or Persons Responsible

The principal

Target Dates or Schedule

On Going

Evidence of Completion

Do daily walk through. Monitor lesson plans. Meet with each grade level twice a month to discuss strategies being implemented, adjust instruction as needed, and review data collected.

G1.B2 The most critical area of deficiency as noted in the Reading FCAT 2.0 for students scoring at achievement Level 4 was Category 3 Literacy Analysis.

G1.B2.S1 The students will read and comprehend grade level text using Mc Graw Hill Reading series, a variety of CRISS strategies, and the use of software programs.

Action Step 1

Classroom strategies involving: The use of graphic organizers like story maps, somebody, wanted, but, so, author's toolbox, and character charts. Successmaker, Reading Plus, and Write to Learn Program usage.

Person or Persons Responsible

The teacher

Target Dates or Schedule

On going

Evidence of Completion

Observations Software reports generated Quartely assessments Progress reports Baseline and Interim assessments

Facilitator:

Write to Learn Representative

Participants:

K-8 Reading Teachers

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

Classroom observations Discussions Walk through Chats Lesson planning Model lessons Share resources and best practices

Person or Persons Responsible

The Principal and LLT

Target Dates or Schedule

On going

Evidence of Completion

Baseline assessments Interim assessments Teacher assessments Teacher observations Summative FCTA 2.0 assessments Rubrics

Plan to Monitor Effectiveness of G1.B2.S1

Classroom observations Discussions Walk throughs Chats Class visits

Person or Persons Responsible

The principal

Target Dates or Schedule

On going

Evidence of Completion

Baseline assessments Interim assessments Teacher assessments Teacher observations Summative FCTA 2.0 assessments Rubrics

G1.B3 All students making learning gains on the FCAT 2.0 Reading Assessment required more opportunities besides the daily core Reading program to support their academic needs.

G1.B3.S1 Enhance software programs: Reading Plus, Write to Learn, FCAT Explorer, and Successmaker to be used for differentiated instructions during the 90 minutes blocks.

Action Step 1

Use software programs: Reading Plus, Write to Learn, FCAT Explorer, and successmaker as part of daily classroom instruction Focus on differentiated instruction during the 90 minutes block using software programs mentioned above. Assign meaningful home learning involving Reading plus usage and other computer programs.

Person or Persons Responsible

The teacher

Target Dates or Schedule

on going

Evidence of Completion

Software reports Assessments Observations Checklist

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

Assist teachers in generating software program reports and planning lessons based on reports. Review best practices to implement in the classrooms Provide resources as needed Provide support for the implementation of differentiated instruction

Person or Persons Responsible

The LLT and the Principal

Target Dates or Schedule

On going

Evidence of Completion

Assessments Observations Chats

Plan to Monitor Effectiveness of G1.B3.S1

Do daily walk through Monitor lesson plans Meet with each grade level once a month to discuss strategies being implemented and adjust instruction as needed Generating reports from Reading Plus, Write to Learn, and FCAT Explorer

Person or Persons Responsible

The Principal

Target Dates or Schedule

on going

Evidence of Completion

Baseline assessments Interim assessments Teacher assessments Teacher observations Summative FCAT 2.0 assessments Rubrics

G1.B4 Students in the lowest 25% making learning gains did not have opportunities to be tutored outside the 90 minutes block by another instructional personnel.

G1.B4.S1 Assign software programs to these students to complete at home and in school besides the 90 minutes instruction. Provide intensive interventions to address the academic needs.

Action Step 1

Allow students to use software programs in class and two sessions of Reading Plus will be required for students to complete at home. Teacher will meet on a daily basis with these students to provide interventions using Mc Graw Hill series level reader books and small group instructions.

Person or Persons Responsible

The teacher

Target Dates or Schedule

on going

Evidence of Completion

Software programs reports Weekly assessments Observations Checklist FCAT 2.0 summative assessments

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

Share lesson plans Discuss ideas and strategies Collaborate to plan meaningful lessons

Person or Persons Responsible

The principal and LLT

Target Dates or Schedule

on going

Evidence of Completion

Observations Chats Class visits

Plan to Monitor Effectiveness of G1.B4.S1

Do daily walk throughs Monitor lesson plans Meet with each grade level once a month to discuss strategies being implemented and adjust instruction as needed Class visits

Person or Persons Responsible

The principal

Target Dates or Schedule

on going

Evidence of Completion

Assessments Software reports generated Observations Checklist Chats 2014 FCAT 2.0 Assessments

G1.B5 Students in the lowest 25% making learning gains had difficulties with Category 3 Reading Application.

G1.B5.S1 Rigorous lessons to teach main idea, sequence of events, story elements, conclusions and references utilizing strategies such as main idea table, time lines, summaries, and power notes using graphic organizers.

Action Step 1

Read literature and informational text that are complex using complex texts suggested in the Mc Graw Hill series and complex texts suggested by the Language Arts department listed in the department of Language Arts. ?Plan and implement classroom strategies involving cause and effect, chronological order, identifying themes and topics within texts, identifying author's purpose and perspective, and ask and answer questions providing text evidence

Person or Persons Responsible

The teacher

Target Dates or Schedule

on going

Evidence of Completion

Quartely assessments FCAT summative reports Observations Class work Progress reports Baseline and interim assessments

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

Monitor lesson plans Discuss best practices Meet to analyse data and drive instruction

Person or Persons Responsible

The principal and the LLT

Target Dates or Schedule

on going

Evidence of Completion

Baseline and interim assessments Quartely reports Progress reports Observations

Plan to Monitor Effectiveness of G1.B5.S1

Class visits Walk throughs Discussions Chats Data analysis

Person or Persons Responsible

The principal

Target Dates or Schedule

on going

Evidence of Completion

Data analysis reports Assessments FCAT summative assessments

G1.B6 Students taking the CELLA Assessment and scoring proficient in Listening and Speaking required additional opportunities to speak the non native language in classroom and outside the classroom.

G1.B6.S1 ? Students will be given the opportunities to read aloud, discuss, and share experiences with the other students ?

Action Step 1

?The teacher will use collaborative conversation every day where the ELL students can listen to the English speakers and be exposed to the language Making the learning environment positive and un-intimidated Allow students to share experiences in class

Person or Persons Responsible

The teacher

Target Dates or Schedule

on going

Evidence of Completion

Observations Discussions

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

? Communicate with the ESOL designee to support teachers ? Create an after school club to assist the ELL students ? Do daily walk through ? Monitor lesson plans ? Meet with each grade level once a month to discuss strategies being implemented and adjust instruction as needed

Person or Persons Responsible

The principal and the LLT

Target Dates or Schedule

on going

Evidence of Completion

Discussions Assessments Data analysis Observations

Plan to Monitor Effectiveness of G1.B6.S1

? Classroom observations ? Discussions ? Walk through

Person or Persons Responsible

The principal

Target Dates or Schedule

on going

Evidence of Completion

? CELLA Summative reports ? Teacher assessments ? Teacher observations ? Rubrics

G1.B7 Students scoring proficient in the Reading section of the CELLA Assessment required more opportunities to read in English.

G1.B7.S1 ? Implementation of differentiated instruction

Action Step 1

? Utilize graphic organizers to build background knowledge before reading ? Provide resources as needed ? Provide support for the implementation of differentiated instruction ? Differentiated instruction to meet students' needs using software programs and Mc Graw Hill series ? Vocabulary maps

Person or Persons Responsible

The teacher

Target Dates or Schedule

on going

Evidence of Completion

Assessments (Interims, Baseline, and Weekly) Observations Checklist FCAT 2.0 Assessments
Quartely reports

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

Communicate with the ESOL designee to support teachers Do daily walk throughs Monitor lesson plans
Meet with each grade level once a month to discuss strategies being implemented and adjust instruction
as needed

Person or Persons Responsible

The principal and LLT

Target Dates or Schedule

on going

Evidence of Completion

? CELLA Summative reports ? Teacher assessments ? Teacher observations ? FCAT 2.0 2014
results ? Rubrics

Plan to Monitor Effectiveness of G1.B7.S1

Walk throughs Class visits Observations

Person or Persons Responsible

The principal

Target Dates or Schedule

on going

Evidence of Completion

? CELLA Summative reports ? Teacher assessments ? Teacher observations ? FCAT 2.0 2014 results ? Rubrics

G1.B8 Students scoring proficient in the Writing CELLA Assessment were not exposed to a variety of opportunities to practice academic writing, pre-write to generate ideas before writing, and lack resources to utilize during in class writing activities like a writing folder containing examples of similes, onomatopoeias, a figurative language, etc.

G1.B8.S1 ? During instructions, students will be exposed to graphic organizers to pre-write and generate ideas and will use the writer's notebook to develop different types of writing: narrative, expository, and persuasive.

Action Step 1

Allow students to use graphic organizers to organize ideas and information to be used for writing Read aloud with selected mentor texts to provide writing models to students All writing pieces created will be placed in a writing folder as proved of writing growth Develop a writer's notebook to list topics, generate ideas that respond to prompts, pictures, and mentor texts, and first drafts Expose to a variety different prompts for students to develop along with the teacher Use graphic organizers strategies to make a plan for writing such as telling or sharing personal stories, use technology, KWL charts, drawing and sketching, answering essential questions, and making story boards Pick a topic based on personal experiences Expose to reading personal narratives to notice and identify text characteristics and author's craft techniques Share a publish writing using TAG (Tell something, Ask a questions, Given a suggestion) Share a publish writing by speaking and using clearly complete sentences Pair ELL students with English speakers to share and be exposed to how the non-ELL students develop writing and uses the writing process to create pieces of writing

Person or Persons Responsible

The teacher

Target Dates or Schedule

on going

Evidence of Completion

Observations Assessments Monthly Writing Assessments

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

Communicate with the ESOL designee to support teachers Do daily walk throughs Monitor lesson plans Meet with each grade level once a month to discuss strategies being implemented and adjust instruction as needed

Person or Persons Responsible

The principal and LLT

Target Dates or Schedule

on going

Evidence of Completion

? CELLA Summative reports ? Teacher assessments ? Teacher observations ? FCAT 2.0 2014 results ? Rubrics

Plan to Monitor Effectiveness of G1.B8.S1

?Classroom observations ?Discussions ?Walk through

Person or Persons Responsible

The principal

Target Dates or Schedule

on going

Evidence of Completion

? CELLA Summative reports ? Teacher assessments ? Teacher observations ? FCAT 2.0 2014 results ? Rubrics

G2. Students in 4th and 8th Grade taking the Writing FCAT 2.0 will increase their Writing scores from 32% to 39%.

G2.B1 Students scoring 3.5 and above in the FCAT Writing in 4th were not exposed to a variety of opportunities to practice academic writing. Students did not have enough practice to pre-write to generate ideas before writing. Students lacked resources to utilize during in class writing activities like writing folder containing materials like examples of similes, onomatopoeia, figurative language, etc

G2.B1.S1 Read aloud with selected mentor texts to provide writing models to students Students will be engaged in the different stages of the writing process: pre-writing, drafting, elaboration, revising, publishing All writing pieces created will be placed in a writing folder as proved of writing growth.

Action Step 1

Develop a writer's notebook to list topics, generate ideas that respond to prompts, pictures, and mentor texts, and first drafts Organize a writing resources on a folder to be used for in class witting activities. Some resources will include: similes, types of writing, author's purpose, onomatopoeia, figurative language, etc. Expose to a variety different prompts for students to develop along with the teacher Use graphic organizers strategies to make a plan for writing such as telling or sharing personal stories, use technology, KWL charts, drawing and sketching, answering essential questions, and making story boards Pick a topic based on personal experiences Expose to reading personal narratives to notice and identify text characteristics and author's craft techniques Add supporting details Apply appropriate transitions that show cause and effect, compare and contrast, emphasis, illustrations, or conclusion to connect the supporting ideas Look for complete sentences with correct capitalization, punctuation, and syntax Share a publish writing using TAG (Tell something, Ask a questions, Given a suggestion) Share a publish writing by speaking and using clearly complete sentences

Person or Persons Responsible

The teacher

Target Dates or Schedule

All year / on going

Evidence of Completion

Interim assessments monthly writing Teacher observations Summative FCAT 2.0 Baseline assessments

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

? Do daily walk throughs ? Monitor lesson plans ? Meet with teachers to discuss strategies being implemented and adjust instruction as needed

Person or Persons Responsible

The Principal and LLT

Target Dates or Schedule

on going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative FCTA 2.0 assessments ? Rubrics

Plan to Monitor Effectiveness of G2.B1.S1

Monitor classes Monitor reports and assessments Monitor lesson plans

Person or Persons Responsible

Principal

Target Dates or Schedule

on going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative FCTA 2.0 assessments ? Rubrics

G3. All students taking the FCAT 2.0 Mathematics Assessment in 2014 will improve their scores from 59% to 62 %.

G3.B1 Students in the Hispanics and Economically Disadvantage subgroup did not have enough opportunities to use software programs during class and at home.

G3.B1.S1 Students in the Hispanic and Economically Disadvantage subgroup will have enough opportunities in class to use software programs.

Action Step 1

Will create opportunities for students to use: Reflex Math Successmaker Riverdeep FCAT Explorer

Person or Persons Responsible

Teacher

Target Dates or Schedule

on going

Evidence of Completion

Software reports generated Observations Checklists Assessments

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

Meet montly to discuss software programs usage and analyze reports Observations Chats

Person or Persons Responsible

Principal and LLT

Target Dates or Schedule

on going

Evidence of Completion

Baseline, Interim, and quartely asesments Software reports

Plan to Monitor Effectiveness of G3.B1.S1

Walk throughs Observations Class visits Chats

Person or Persons Responsible

Principal

Target Dates or Schedule

on going

Evidence of Completion

Baseline, Interim, and quartely reports

G3.B2 According to the results of the 2013 FCAT 2.0, students in 3rd Grade and 5th Grade scoring Level 3 experienced difficulties in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

G3.B2.S1 Students will be exposed to a variety of opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

Action Step 1

Students will have opportunities to: ? compose, decompose, and transform polygons ? calculate the perimeter of polygons and figures ? measure objects to the nearest whole millimeter, centimeter, or inch, and to the nearest half or quarter inch ? determine the amount of time elapsed to the nearest hour or half hour ? measure objects using fractional parts of linear units ? solve real-world problems involving perimeter

Person or Persons Responsible

The teacher

Target Dates or Schedule

All year / on going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative FCAT 2.0 assessments ? Interim assessments ? Rubrics

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

? Do daily walk through ? Monitor lesson plans ? Meet with teachers to discuss strategies being implemented and adjust instruction as needed ? Support teachers by providing necessary resources

Person or Persons Responsible

The principal and LLT

Target Dates or Schedule

on going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative FCAT 2.0 assessments ? Interim assessments ? Rubrics

Plan to Monitor Effectiveness of G3.B2.S1

Walk throughs Class visits Chats Data analysis

Person or Persons Responsible

The principal

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative FCAT 2.0 assessments ? Interim assessments ? Rubrics

G3.B3 Students in 4th Grade scoring Level 3 experienced difficulties in Reporting Category 2 Number: Base Ten and Fractions

G3.B3.S1 Students will compare and order fractions, mixed numbers, and decimals in the same or different forms.

Action Step 1

Create opportunities for students to: Generate equivalent fractions or simplify to lowest terms Relate halves, fourths, tenths, and hundredths to percents, and vice versa Use manipulatives to solve problems involving Base Ten and Fractions Use software programs to practice skills involving fractions

Person or Persons Responsible

The teacher

Target Dates or Schedule

On going

Evidence of Completion

Classroom observations Discussions Walk throughs Assessments FCAT 2.0 sumative assessments Quarterly reports

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

? Monitor lesson plans ? Meet with teachers to discuss strategies being implemented and adjust instruction as needed ? Support teachers by providing necessary resources

Person or Persons Responsible

The principal and the LLt

Target Dates or Schedule

On going

Evidence of Completion

Observations Chats Checklist Data analysis Software reports analysis

Plan to Monitor Effectiveness of G3.B3.S1

Walk throughs Class visits Observations Checklist Chats Data analysis

Person or Persons Responsible

The Principal

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Sumative FCAT 2.0 assessments ? Interim assessments ? Rubrics

G3.B4 According to the results of the Mathematics FCAT 2.0, students scoring Level 3 in 6th and 7th grade experienced difficulty in Category 1, Fractions, Ratios, Proportional.

G3.B4.S1 Utilize problem-solving strategies by implementing discovery - based learning activities to develop and understand concepts of fractions, ratios, proportional relationships, and statistics.

Action Step 1

Apply concepts to the real world by using metal pictures, verbalizing, and connecting concepts and information to prior knowledge Use higher order thinking questions Classroom instructions involving journaling, note taking, and concept mapping Successmaker Riverdeep FCAT explorer

Person or Persons Responsible

The teacher

Target Dates or Schedule

On going

Evidence of Completion

? Monthly assessments ? Teacher observations ? Sumative FCAT 2.0 assessments ? Interim assessments ? Rubrics

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

? Do daily walk throughs ? Monitor lesson plans ? Meet with teachers to discuss strategies being implemented and adjust instruction as needed ? Support teachers by providing necessary resources

Person or Persons Responsible

The principal and the LLT

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Sumative FCAT 2.0 assessments ? Interim assessments ? Rubrics

Plan to Monitor Effectiveness of G3.B4.S1

Walk throughs Class visits Lesson plans revision Data chats Data analysis

Person or Persons Responsible

The principal

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Sumative FCAT 2.0 assessments ? Interim assessments ? Rubrics

G3.B5 According to the results of the 2013 FCAT 2.0, students scoring Level 4 or above in 3rd Grade and 5th Grade experienced difficulties in Reporting Category 3, Geometry and Measurement.

G3.B5.S1 Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

Action Step 1

Students will have opportunities to: ? compose, decompose, and transform polygons ? calculate the perimeter of polygons and figures ? measure objects to the nearest whole millimeter, centimeter, or inch, and to the nearest half or quarter inch ? determine the amount of time elapsed to the nearest hour or half hour ? measure objects using fractional parts of linear units ? solve real-world problems involving perimeter

Person or Persons Responsible

The teacher

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative FCAT 2.0 assessments ? Interim assessments ? Rubrics

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

Meet once a month to discuss best practices Analyse data to drive instruction Discuss strategies and manipulatives to use in the classrooms

Person or Persons Responsible

The principal and the LLT

Target Dates or Schedule

On going

Evidence of Completion

Observations Checklist Assessments Progress reports

Plan to Monitor Effectiveness of G3.B5.S1

Class visits Observations Walk throughs Data analysis Data chats

Person or Persons Responsible

The principal

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative FCAT 2.0 assessments ? Interim assessments ? Rubrics

G3.B6 Students scoring Level 4 or above in 4th Grade experienced difficulties in Reporting Category 1 Number: Operations and Problems

G3.B6.S1 Use math journals to take notes and solve problems involving Number, Operations, and Problems,

Action Step 1

Use Math journals to: Multiply multi-digit whole numbers through four digits fluently, including solving real world problems and checking reasonableness results Identify an inverse equation or expression for division or multiplication problems Write notes and use the class notes to solve problems involving number operations and problems Use Math concept maps to take notes and define Math concepts

Person or Persons Responsible

The teacher

Target Dates or Schedule

On going

Evidence of Completion

Observations Assessments Checklist Daily monitoring

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

? Do daily walk throughs ? Monitor lesson plans ? Meet with teachers to discuss strategies being implemented and adjust instruction as needed ? Support teachers by providing necessary resources

Person or Persons Responsible

The principal and the LLT

Target Dates or Schedule

On going

Evidence of Completion

? Classroom observations ? Discussions ? Walk throughs

Plan to Monitor Effectiveness of G3.B6.S1

Class visits Walk throughs Lesson plan reviews Data analysis Chats

Person or Persons Responsible

The principal

Target Dates or Schedule

On going / all year

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative FCAT 2.0 assessments ? Interim assessments ? Rubrics

G3.B7 According to the results of the Mathematics FCAT 2.0, students scoring Level 4 or above in 6th grade experienced difficulty in Category 1, Fractions, Ratios, Proportional

G3.B7.S1 Classroom instructions involving journaling, note taking, and concept mapping.

Action Step 1

Students will have opportunities to: Utilize problem-solving strategies by implementing discovery-based learning activities to develop and understand concepts of fractions, ratios, proportional relationships, and statistics. Apply concepts to the real world by using mental pictures, verbalizing, and connecting concepts and information to prior knowledge Use higher order thinking questions Take notes using concept mappings and journaling

Person or Persons Responsible

The teacher

Target Dates or Schedule

All year

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative FCAT 2.0 assessments ? Interim assessments ? Rubrics

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

Data chats Meet once a month to discuss strategies and innovative ideas Discuss data and implementation of new ideas Data analysis

Person or Persons Responsible

The principal and the LLT

Target Dates or Schedule

All year

Evidence of Completion

Observations Participation Checklist Agendas Signing sheets Walk throughs

Plan to Monitor Effectiveness of G3.B7.S1

Class visits Walk throughs Data analysis Chats Lesson planning revisions

Person or Persons Responsible

The principal

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative FCAT 2.0 assessments ? Interim assessments ? Rubrics

G3.B8 Students making learning gains made in the FCAT 2.0 Mathematics had the most difficulty with Category 3: Geometry and Measurement.

G3.B8.S1 Implement small group instructions in Math to use manipulatives in order for students to solve Geometry and Measurement problems.

Action Step 1

? Support mathematical fluency and problem solving skills ? Provide opportunities to practice and apply learned concepts in real life situations ? Peer tutoring ? Math vocabulary and concept mapping in class ? Utilize Math Journals to take notes and solve problems ? Classroom instructions involving journaling, note taking, and concept mapping ? Successmaker ? Riverdeep ? FCAT explorer

Person or Persons Responsible

The teacher

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative FCAT 2.0 assessments ? Interim assessments

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

Walk throughs Class visits Monitoring classes and lesson plans Meet once a month to discuss data and strategies

Person or Persons Responsible

The principal and the LLT

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Sumative FCAT 2.0 assessments ? Interim assessments

Plan to Monitor Effectiveness of G3.B8.S1

Class visits Walk throughs Data analysis Reports generated Observations

Person or Persons Responsible

The principal

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Sumative FCAT 2.0 assessments ? Interim assessments

G3.B9 According to the FCAT 2.0 Mathematics assessment administered in 2012, students making learning gains in the lowest 25% had difficulties with Category 2, Number Fractions.

G3.B9.S1 Reinforce adding, subtracting, multiplying, and dividing

Action Step 1

Create opportunities for students to: ? Comparing fractions ? Changing fractions to decimals ? Fractions in lowest terms ? Showing different ways in representing fraction as mixed numbers and improper fractions ? Use Successmaker, Reflex Math, and FCAT Explorer to reinforce adding, subtracting, multiplying, and dividing.

Person or Persons Responsible

The teacher

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Sumative FCAT 2.0 assessments ? Interim assessments

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

Data analysis Chats Meet once a month to discuss strategies and data analysis

Person or Persons Responsible

The LLT and principal

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Sumative FCAT 2.0 assessments ? Interim assessments

Plan to Monitor Effectiveness of G3.B9.S1

Class visits Walk throughs Data analysis Meet once a month to make suggestions

Person or Persons Responsible

The principal

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Sumative FCAT 2.0 assessments ? Interim assessments

G3.B10 Students making learning gains in the lowest 25% in 6th Grade had difficulties in the three categories: Number Base Ten Fractions, Expressions, Equalities, and Statistics, and Geometry and Measurements as shown in the FCAT 2.0 assessment administered in 2012.

G3.B10.S1 Use manipulatives and software programs in the classroom as a daily routine.

Action Step 1

? Utilize problem-solving strategies by implementing discover-based learning activities to develop and understand concepts of fractions, ratios, proportional relationships, and statistics. ? Apply concepts to the real world by using mental pictures, verbalizing, and connecting concepts and information to prior knowledge ? Use higher order thinking questions ? Create Models of Geometric solids ? Draw Cross Sections of the Solids ? Transform 2-D Shapes into 3-D models ? Incorporate real world problem solving ? Develop a Mathematics notebook/journal to document concepts ? Successmaker ? FCAT Explorer ? Reflex Math

Person or Persons Responsible

The teacher

Target Dates or Schedule

On going

Evidence of Completion

? Classroom observations ? Discussions ? Walk throughs

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

Walk through Class visits Meet once a month to discuss data Support teachers in the teaching process and the use of manipulatives

Person or Persons Responsible

The LLT and the principal

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Sumative FCAT 2.0 assessments ? Interim assessments

Plan to Monitor Effectiveness of G3.B10.S1

Class visits Walk throughs Lesson plan monitoring Observations

Person or Persons Responsible

The principal

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Sumative FCAT 2.0 assessments ? Interim assessments

G3.B11 The areas of deficiencies as noted on the FCAT 2.0 assessment in 7th Grade for students making learning gains in the lowest 25% are the three Categories: Fractions, Proportions, and Ratios, Expressions and Equations, Geometry and Measurement.

G3.B11.S1 Scaffold instructions, use Math Journals, and concept mappings to take notes.

Action Step 1

For: Fractions, Ratios, and Expressions ? Provide students with opportunities to use visual models to solve routine proportion problems, including scale drawings, similar figures, and constant speed Expressions and Equations ? Use hands-on-experiences to facilitate the conceptual learning and understanding of algebraic concepts and apply the learning to solve real-world problems Geometry and Measurement Scaffold instruction Provide a variety of models and hands on activities to develop students' understanding of the process to determine surface area and volume prior to introducing the formulas Develop a Mathematics notebook/journal to document concepts

Person or Persons Responsible

The teacher

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative FCAT 2.0 assessments ? Interim assessments

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

? Classroom observations ? Discussions ? Walk throughs

Person or Persons Responsible

The principal and LLT

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Sumative FCAT 2.0 assessments ? Interim assessments

Plan to Monitor Effectiveness of G3.B11.S1

Classroom observations Discussions Walk throughs Data analysis

Person or Persons Responsible

The principal

Target Dates or Schedule

On going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Sumative FCAT 2.0 assessments ? Interim assessments

G4. 50% of the students taking acceleration courses will be proficient.

G4.B1 Students need more experience with technology. They need to master the ability to read algebraic problems on the screen, solve them on a paper, and transferring them to the computer. No Algebra I EOC data has been collected.

G4.B1.S1 ? Take students to the computer lab every week so that students get familiar solving problems on the screen and solve them on paper ? Develop a bank of questions on the computer for students to solve them ? Present multi step equation problems during daily instruction ? Home learning reinforcement

Action Step 1

Teacher will create opportunities for: Students in 8th Grade taking the Algebra to participate in: : ? Successmaker ? FCAT Explorer ? Reflex Math ? Classroom instruction involving strategies mentioned above ? Develop a Mathematics notebook/journal to document concepts ? Note taking techniques / Math vocabulary concept maps

Person or Persons Responsible

Teacher

Target Dates or Schedule

On going Students in 8th Grade taking the Algebra EOC will be exposed to: ? Successmaker ? FCAT Explorer ? Reflex Math ? Classroom instruction involving strategies mentioned above ? Develop a Mathematics notebook/journal to document concepts ? Note taking techniques / Math vocabulary concept maps

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative EOC Exams ? Interim assessments ? Rubrics

Facilitator:

Math Coach

Participants:

Teacher

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

? Classroom observations ? Discussions ? Walk throughs

Person or Persons Responsible

Principal

Target Dates or Schedule

on going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative EOC Exams ?
Interim assessments ? Rubrics

Plan to Monitor Effectiveness of G4.B1.S1

? Do daily walk throughs ? Monitor lesson plans ? Meet with teachers to discuss strategies being implemented and adjust instruction as needed ? Support teachers by providing necessary resources

Person or Persons Responsible

Principal

Target Dates or Schedule

on going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative EOC Exams ?
Interim assessments ? Rubrics

G5. 50 % of the students taking Algebra EOC will be proficient.

G5.B1 Students need more experience with technology. They need to master the ability to read Algebra problems on the screen, solve them on a paper, and transferring them to the computer. No Algebra EOC data has been collected

G5.B1.S1 ? Take students to the computer lab every week so that students get familiar solving problems on the screen and solve them on paper ? Develop a bank of questions on the computer for students to solve them ? Present multi step equation problems during daily instruction ? Home learning reinforcement

Action Step 1

The teacher will expose students to: ? Successmaker ? FCAT Explorer ? Reflex Math ? Classroom instruction involving strategies mentioned above ? Develop a Mathematics notebook/journal to document concepts ? Note taking techniques / Math vocabulary concept maps

Person or Persons Responsible

Teacher

Target Dates or Schedule

on going / all year

Evidence of Completion

Software reports? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative EOC Exams ? Interim assessments ? Rubrics

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

? Do daily walk throughs ? Monitor lesson plans ? Meet with teachers to discuss strategies being implemented and adjust instruction as needed ? Support teachers by providing necessary resources

Person or Persons Responsible

Principal

Target Dates or Schedule

on going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative EOC Exams ? Interim assessments ? Rubrics

Plan to Monitor Effectiveness of G5.B1.S1

? Classroom observations ? Discussions ? Walk throughs

Person or Persons Responsible

Principal

Target Dates or Schedule

on going

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative EOC Exams ?
Interim assessments ? Rubrics

G6. Students scoring at Level 3, 4, or above on the FCAT 2.0 Science assessment will increase their scores by 4%.

G6.B1 As noted on the FCAT Science 2.0, students in 5th Grade scoring at Level 3 and 4 had most difficulty with Physical Science.

G6.B1.S1 Students in 5th Grade will: ? have opportunities to participate on hands on inquiry based learning to analyze, draw conclusions, and apply knowledge learned ? identify basic forms of energy ? distinguish relationships among mass force, and motion

Action Step 1

? Journaling: writing new concepts and completing vocabulary maps ? Creating concept mappings ? Note taking on experiments done in class demonstrating the scientific process: hypothesis, observation, data, analysis, variables, etc. ? Science Labs reports will be reviewed across grade levels in grade level meetings ? Utilize graphic organizers ? Weekly experiments ? Incorporate literature in the Science classroom ? Integrate Science in the Math classroom ? Gizmos ?
Sucessmaker

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Tests, grades, baseline and interim testing

Facilitator:

Various

Participants:

Teacher

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

? Do daily walk throughs ? Monitor lesson plans ? Meet with teachers to discuss strategies being implemented and adjust instruction as needed ? Support teachers by providing necessary resources

Person or Persons Responsible

The principal and the LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative FCTA 2.0 assessments

Plan to Monitor Effectiveness of G6.B1.S1

? Monitor lesson plans ? Meet with teachers to discuss strategies being implemented and adjust instruction as needed ? Support teachers by providing necessary resources Walk throughs Class visits Plan Science Fair

Person or Persons Responsible

pPrincipal and the Science Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative FCTA 2.0 assessments

G7. Students in 8th grade will achieve 26% proficiency in science.

G7.B1 All students in 8th Grade taking the Science Baseline in August 2013 had difficulties in all categories: Scientific Method, Earth and Space, Physical Science, and Life Science.

G7.B1.S1 Students in 8th Grade will increase rigor in their writing based on hands-on-activities and lab reports.

Action Step 1

Create opportunities for students to use evidence and reasoning to support conclusions in Science journals and labs investigations. Journaling: writing new concepts and completing vocabulary maps
Creating concept mappings Note taking on experiments done in class demonstrating the scientific process: hypothesis, observation, data, analysis, variables, etc. Science Labs reports will be reviewed across grade levels in grade level meetings Utilize graphic organizers to present all concepts taught related to: Life Science, Earth and Space, Physical Science, and Scientific method. Weekly experiments Incorporate literature in the Science classroom Integrate Science in the Math classroom Gizmos Successmaker Science chair person will communicate and meet with other grade levels to discuss topics and current issues in Science

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Tests, science notebooks, observations, grades

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

? Do daily walk throughs ? Monitor lesson plans ? Meet with teachers to discuss strategies being implemented and adjust instruction as needed ? Support teachers by providing necessary resources ? Computer programs Reports

Person or Persons Responsible

Principal LLT, Science Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative 2014 FCTA 2.0 Assessmen ? Interim assessments ? Weekly experiments checkups and observations ? Rubrics

Plan to Monitor Effectiveness of G7.B1.S1

? Classroom observations ? Discussions ? Walk throughs

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative 2014 FCTA 2.0 Assessmen ? Interim assessments ? Weekly experiments checkups and observations ? Rubrics

G8. Students will participate in Robotics classes before and after school, more science field trips, and science fair development.

G8.B1 Students in K-5 had limited exposure to field trips involving Science and technology. Students in Middle School had no exposure to Robotics. Students had limited exposure to literature involving Science and Technology during the Reading and Science classes. The amount of students participating in the annual Science Fair was not high enough. AIE will increase students' participation in the Science Fair in all grade levels.

G8.B1.S1 Students in K-8 will: ? Participate in more meaningful fieldtrips like the Museum of Science, Kennedy Space Center, Butterfly Garden, Jungle Island, Everglades National, Miami Metro Zoo, etc. Other Strategies: ? Involve parents and community partners to the Annual Science FAIR and other technology related activities. ? Incorporate the Science and Mathematics Fair in the Science and Mathematics curriculum throughout the school year. ? Students in middle school will have opportunities to participate in Robotics classes as part of the daily curriculum.

Action Step 1

? Involve parents and community partners to the Annual Science FAIR and other technology related activities. ? Incorporate the Science and Mathematics Fair in the Science and Mathematics curriculum throughout the school year. ? Students in middle school will have opportunities to participate in Robotics classes as part of the daily curriculum. Interactive curriculum demonstrations
Home learning with dvd's

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Tests, Science Fair Projects, Robots, observations

Facilitator:

Various

Participants:

Teacher

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

? Do daily walk throughs ? Monitor lesson plans ? Meet with teachers to discuss strategies being implemented and adjust instruction as needed ? Support teachers by providing necessary resources

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

? Classroom observations ? Discussions

Plan to Monitor Effectiveness of G8.B1.S1

? Do daily walk throughs ? Monitor lesson plans ? Meet with teachers to discuss strategies being implemented and adjust instruction as needed ? Support teachers by providing necessary resources

Person or Persons Responsible

Principal, Lead Teacher, Robotics and Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sumative 2014 FCAT 2.0 Assessment Rubrics Quarterly assessments Observations

G9. Students enrolled in general courses related to CTE will participate in CTE courses in CTE programming class.

G9.B1 ? Integrate the Common Core Reading standards for Literacy into in Science and CTE and content area curriculum ? Increase the number of students in CTE and advance courses ? There is a lack of communication between elementary/middle schools and high schools regarding CTE

G9.B1.S1 ? Provide opportunities for CTE teachers to participate in PDs involving CCSS ? Collaborate with feeding high school administration and teachers to gather information in order to familiarize our parents and students with admission requirements and curriculum in an effort to prepare our students for high school ? Meet with feeder pattern administrators and teachers each quarter to correlate curriculum ? Reach out to feeding high school administrators in order to partner teachers and allow our students to use their facilities in order to prepare our students for CTE opportunities ? Increase the number of students familiarizing themselves with Career and Technical Education opportunities offered at the high school level

Action Step 1

? Provide support to CTE teachers on the CCSS for Reading ? Fieldtrip Rosters to feeding high schools with CTE

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

? Weekly monitoring of the implementation CTE strategies during of lessons ? Observations ? Walk throughs ? Chats

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

? Weekly monitoring of the implementation CTE strategies during of lessons ? Observations ? Walk throughs ? Chats

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

? Teacher observations Student Science Fair Participation?

Plan to Monitor Effectiveness of G9.B1.S1

? Weekly monitoring of the implementation CTE strategies during of lessons ? Observations ? Walk throughs ? Chats

Person or Persons Responsible

Principal, Lead Teacher, IT technician, programming teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observations, student reports

G9.B2 Teacher certification is needed to teach the CTE programming classes.

G9.B2.S1 Provide professional developments and allow teachers to be off campus participating in CTE certifications.

Action Step 1

Participate in professional developments Search for CTE courses to be certified

Person or Persons Responsible

The teacher

Target Dates or Schedule

On going

Evidence of Completion

Professional developments participation Certification

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

Search and provide support in the look out for CTE courses

Person or Persons Responsible

The principal and LLT

Target Dates or Schedule

On going

Evidence of Completion

Professional developments District websites Observations Chats

Plan to Monitor Effectiveness of G9.B2.S1

Allow teachers to participate on campus and off campus on professional developments or CTE courses offered

Person or Persons Responsible

The principal

Target Dates or Schedule

On going

Evidence of Completion

Observations Signing sheets

G10. All students taking the Civics EOC in 2013 will improve their scores by 50%.

G10.B1 Upon completion of the District Baseline assessment administered in August 2013 and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area. Students had difficulties transferring all topics assessed in the Baseline: Government Policies and Political Processes, Organization and Function of Government, Origins and Purposes of Law and Government, Roles Rights, and Responsibilities.

G10.B1.S1 Provide activities that allow students to interpret primary and secondary sources of information, using multimedia sources to examine opposing points of view on a variety of issues and use different strategies to study and organize information.

Action Step 1

Utilize vocabulary maps to develop Civics vocabulary Note taking techniques Graphic organizers to introduce Civics concepts and summarize information Provide opportunities for students to research Civics topics Provide opportunities to students to solve those topics researched Provide opportunities for students to collaborate and discuss about current event topics Develop student understanding of the content-specific civics vocabulary Provide opportunities for students to write to inform and to persuade. Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; and help students provide alternate solutions to the problems researched

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Tests, baseline and interim tests, observations

Facilitator:

Various

Participants:

Teacher

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

? Do daily walk throughs ? Monitor lesson plans ? Meet with teachers to discuss strategies being implemented and adjust instruction as needed ? Support teachers by providing necessary resources

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

? Teacher observations ? Summative 2014 FCAT 2.0 Assessment ? Interim assessments ? Baseline assessments ? Quarterly reports

Plan to Monitor Effectiveness of G10.B1.S1

? Classroom observations ? Discussions ? Walk throughs

Person or Persons Responsible

Principal, Lead Teacher, Social Studies Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

? Teacher observations ? Summative 2014 FCTA 2.0 Assessment ? Interim assessments ? Baseline assessments ? Quarterly reports

G11. Embedding EWS at AIE can increase the effectiveness in identifying students who need support. All students will increase their attendance in school by 1%; behavior referrals will decrease by 50%; and students failing a course will decrease by 50%.

G11.B1 Students who missed 10% or more in the Elementary grades did not have enough opportunities to receive incentives to improve their attendance.

G11.B1.S1 Communicate with parents on a weekly basis if students are not in school. Provide incentives to students with a good attendance to improve daily attendance and serve as a model for other students.

Action Step 1

The teacher will: Contact parents with three unexcused absences in writing with a letter from the principal. Parents with five or more unexcused absences will be contacted to assist to an Attendance Review Committee meeting. Parents with five tardies will be contacted by phone Parents with more than five tardies will be contacted in writing to assist to an Attendance Review. Teacher will praise and reward students with perfect attendance in class. Teacher will also reward the students with poor attendance once their attendance becomes stable.

Person or Persons Responsible

The teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance reports generated. Daily attendance.

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

? Monitor daily attendance reports ? Monitor unexcused absence reports ? Monitor unexcused tardies reports

Person or Persons Responsible

Principal

Target Dates or Schedule

on going

Evidence of Completion

observations feedbacks chats Attendance reports generated.

Plan to Monitor Effectiveness of G11.B1.S1

? Observations ? Chats ? Feedbacks from teachers ? Walk throughs ? Monthly Awards Celebrations

Person or Persons Responsible

principal

Target Dates or Schedule

on going

Evidence of Completion

observations feedbacks walk throughs

G11.B2 Students in K-5 being retained did not have opportunities to receive supplemental instruction besides the Reading Core instruction.

G11.B2.S1 Utilize software programs on a daily basis like Successmaker, Write to Learn, and Reading Plus outside the 90 minutes Reading block.

Action Step 1

Use: Successmaker, FCAT explorer, Write to Learn Software Program, and Reading Plus during the Spanish, PE, and Music time. Use software programs for students to: utilize graphic organizers to understand concepts, note taking, utilize a Reader Response Notebook to summarize, write main ideas, compare and contrast characters and authors, and write connections.

Person or Persons Responsible

The teacher

Target Dates or Schedule

On going

Evidence of Completion

Software programs generated Weekly assessments FCAT 2.0 assessments Observations

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

? Do daily walk throughs ? Monitor lesson plans ? Meet with teachers to discuss strategies being implemented and adjust instruction as needed ? Support teachers by providing necessary resources

Person or Persons Responsible

The principal and the LLT

Target Dates or Schedule

On going

Evidence of Completion

Observations Chats Data analysis

Plan to Monitor Effectiveness of G11.B2.S1

Walk throughs Software reports generated and being turned in Class visits Observations

Person or Persons Responsible

The principal

Target Dates or Schedule

All year / on going

Evidence of Completion

Software reports data analysis FCAT 2.0 data analysis Assessments Observations

G11.B3 Students who are not proficient in Reading by 3rd Grade did not have opportunities to use software programs in school and at home.

G11.B3.S1 Assign extra curriculum activities and software programs usage.

Action Step 1

Allow students to use Successmaker, FCAT explorer, and other software programs for students to increase their Reading scores and comprehension abilities.

Person or Persons Responsible

The teacher and parents

Target Dates or Schedule

On going

Evidence of Completion

Software usage Software reports generated Observations

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

Meet once a month to analyse data Meet to plan instructions and review best practices

Person or Persons Responsible

The principal and the LLT

Target Dates or Schedule

Evidence of Completion

Observations Chats Data analysis Software reports generated

Plan to Monitor Effectiveness of G11.B3.S1

Walk throughs Class visits Data chats Observations

Person or Persons Responsible

The principal

Target Dates or Schedule

On going

Evidence of Completion

Observations FCAT 2.0 assessments Software reports generated Data analysis

G11.B4 Students with two or more behavior referrals in Grades K-5 will decrease their referrals by 50%.

G11.B4.S1 Students will review the student's code of conduct with their parents and teachers.

Action Step 1

Recognize students with positive behavior using certificates and rewards monthly.

Person or Persons Responsible

The teacher

Target Dates or Schedule

On going

Evidence of Completion

Observation Checklist Feedback

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

Observations Walk throughs Recognition Awards

Person or Persons Responsible

The Principal and MTSS / LLT

Target Dates or Schedule

On going

Evidence of Completion

Meetings / signing sheets

Plan to Monitor Effectiveness of G11.B4.S1

Praise students showing excellent behavior Recognize students demonstrating good behaviors and students improving behaviors

Person or Persons Responsible

The Principal

Target Dates or Schedule

All year

Evidence of Completion

Observations Chats

G11.B5 Students who missed 10% or more in Grades 6th-8th did not have opportunities to be recognized with incentives when good attendance was taking place.

G11.B5.S1 Recognize students with good attendance every month. Parents whose children have with five or more unexcused absences will be contacted to assist to an Attendance Review Committee meeting.

Action Step 1

Monitor attendance every day. Contact parents whose children have missed school five or more days.

Person or Persons Responsible

The teacher

Target Dates or Schedule

All year

Evidence of Completion

Attendance reports Monitor unexcused absence reports

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

Walk throughs Monitor attendance reports

Person or Persons Responsible

The principal and MTSS

Target Dates or Schedule

All year

Evidence of Completion

Attendance reports Observations

Plan to Monitor Effectiveness of G11.B5.S1

Walk throughs Observations Reports generated Communicate with parents

Person or Persons Responsible

The principal

Target Dates or Schedule

All year

Evidence of Completion

Attendance reports Observations

G11.B6 Students in middle school failing courses as noted in data did not have extra support after school to be tutored.

G11.B6.S1 Provide support to students by advising them concepts that will be tested for students to practice those skills

Action Step 1

Assign a peer tutor to work with those students who are failing courses in order for them to assist them organize and locate the information needed to study for tests. Communicate with parents on a regular basis in order to guide them for them to help their kids in school and with assignments at home.

Person or Persons Responsible

The teacher

Target Dates or Schedule

All year

Evidence of Completion

Communication / contact logs Observations

Plan to Monitor Fidelity of Implementation of G11.B6.S1

Observations Checklist Data reports Meetings to discuss strategies to help students failing a course

Person or Persons Responsible

The principal and the MTSS

Target Dates or Schedule

All year

Evidence of Completion

Data reports Observations Assessment reports Quartely reports

Plan to Monitor Effectiveness of G11.B6.S1

Walk throughs Observations Chats

Person or Persons Responsible

The principal

Target Dates or Schedule

All year / on going

Evidence of Completion

Grades reports Assessments reports

G11.B7 Students in middle school (6th-8th) with one or more behavior referrals did not have opportunities to participate in school activities to foster character education.

G11.B7.S1 Provide incentives as a school wide to recognize students with positive behaviors according to the student code of conduct.

Action Step 1

Recognize students with positive, excellent, and improved behavior monthly.

Person or Persons Responsible

The teacher

Target Dates or Schedule

on going / all year

Evidence of Completion

Observations

Plan to Monitor Fidelity of Implementation of G11.B7.S1

Meet once a month to discuss activities and rewards students can receive to address and reward good behavior.

Person or Persons Responsible

The principal and the MTSS

Target Dates or Schedule

On going

Evidence of Completion

Observations Meetings checklist and signing sheets

Plan to Monitor Effectiveness of G11.B7.S1

Walk throughs Recognize good behavior with certificates and incentives Observe and praise good behavior Allow students with good behaviors to participate in field trips

Person or Persons Responsible

The principal

Target Dates or Schedule

On going

Evidence of Completion

Observations Communication with teachers and parents

G12. Increase the amount of parents to participate in school activities.

G12.B1 Address all parents' concerns in a timely manner Increase parent participation in school activities

G12.B1.S1 Communicates with parents through the school website, flyers, and letters home about events and school activities involving their child's academic growth Engages parents to Open House, Greet and Meet, PTO meetings, Kindergarten Orientation and transition meetings Actively engages parents to participate in school activities Meetings, Recruits school volunteers in order to engage more parents and the community to school activities Meet with PTO and school staff to plan how parents will participate in school activities such as fundraising, Fall festivals, Scholastic Book Fairs, and others.

Action Step 1

will collaborate with PTO to organize these activities and continue providing opportunities to involve parents in school

Person or Persons Responsible

PTO, Principal, Lead Teacher, and teachers

Target Dates or Schedule

on going

Evidence of Completion

meetings, sign in sheets, chats, and observations

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

will check signing sheets communicate with PTO on a weekly basis Participate in school activities to support parents and PTO Monitor school activities organized by PTO

Person or Persons Responsible

Principal and Lead Teacher

Target Dates or Schedule

on going

Evidence of Completion

sign in sheets and meetings

Plan to Monitor Effectiveness of G12.B1.S1

collaborate with PTO, encourage parents to participate more in school activities, and meet with parents and PTO

Person or Persons Responsible

Principal and Lead Teacher

Target Dates or Schedule

on going

Evidence of Completion

sign in sheets, observations, and chats

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

N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. All students taking the 2014 FCAT Reading 2.0 will improve their reading scores from 64% to 65%.

G1.B1 Barrier: The most critical area of deficiency as noted in the Reading FCAT 2.0 for students scoring at achievement Level 3 was Category 2 Reading Application.

G1.B1.S1 Use McGraw Hill Reading series aligned to CCSS for students to read literature and informational text that are complex and differentiate instruction using software programs in class.

PD Opportunity 1

Classroom instruction involving: Author's Purpose: teachers will use author's purpose charts, two column charts with opinion and support, conclusion and support, and cause and effect. Complex text for students to read and comprehend literature and informational text using McGraw Hill Reading series and exemplar lessons. The use of Venn diagrams to compare and contrast characters and events in a text. Rigorous lessons to teach main idea, sequence of events, story elements, conclusions and references utilizing strategies such as main idea table, time lines, summaries, and power notes using graphic organizers. Plan and implement classroom strategies involving cause and effect, chronological order, identifying themes and topics within texts, identifying author's purpose and perspective, and ask and answer questions providing text evidence. Integrate Reading in other subject areas like Science and Social Studies. Utilize graphic organizers in Science and Social Studies involving the strategies mentioned above. Differentiated instruction using software programs like Reading Plus, Successmaker, and Write to Learn Program.

Facilitator

Lead Teacher

Participants

The teacher

Target Dates or Schedule

On going

Evidence of Completion

Baseline assessments Interim assessments Teacher assessments Teacher observations
Summative FCAT 2.0 assessments Rubrics

G1.B2 The most critical area of deficiency as noted in the Reading FCAT 2.0 for students scoring at achievement Level 4 was Category 3 Literacy Analysis.

G1.B2.S1 The students will read and comprehend grade level text using Mc Graw Hill Reading series, a variety of CRISS strategies, and the use of software programs.

PD Opportunity 1

Classroom strategies involving: The use of graphic organizers like story maps, somebody, wanted, but, so, author's toolbox, and character charts. Successmaker, Reading Plus, and Write to Learn Program usage.

Facilitator

Write to Learn Representative

Participants

K-8 Reading Teachers

Target Dates or Schedule

On going

Evidence of Completion

Observations Software reports generated Quartely assessments Progress reports Baseline and Interim assessments

G4. 50% of the students taking acceleration courses will be proficient.

G4.B1 Students need more experience with technology. They need to master the ability to read algebraic problems on the screen, solve them on a paper, and transferring them to the computer. No Algebra I EOC data has been collected.

G4.B1.S1 ? Take students to the computer lab every week so that students get familiar solving problems on the screen and solve them on paper ? Develop a bank of questions on the computer for students to solve them ? Present multi step equation problems during daily instruction ? Home learning reinforcement

PD Opportunity 1

Teacher will create opportunities for: Students in 8th Grade taking the Algebra to participate in: : ? Successmaker ? FCAT Explorer ? Reflex Math ? Classroom instruction involving strategies mentioned above ? Develop a Mathematics notebook/journal to document concepts ? Note taking techniques / Math vocabulary concept maps

Facilitator

Math Coach

Participants

Teacher

Target Dates or Schedule

On going Students in 8th Grade taking the Algebra EOC will be exposed to: ? Successmaker ? FCAT Explorer ? Reflex Math ? Classroom instruction involving strategies mentioned above ? Develop a Mathematics notebook/journal to document concepts ? Note taking techniques / Math vocabulary concept maps

Evidence of Completion

? Baseline assessments ? Monthly assessments ? Teacher observations ? Summative EOC Exams ? Interim assessments ? Rubrics

G6. Students scoring at Level 3, 4, or above on the FCAT 2.0 Science assessment will increase their scores by 4%.

G6.B1 As noted on the FCAT Science 2.0, students in 5th Grade scoring at Level 3 and 4 had most difficulty with Physical Science.

G6.B1.S1 Students in 5th Grade will: ? have opportunities to participate on hands on inquiry based learning to analyze, draw conclusions, and apply knowledge learned ? identify basic forms of energy ? distinguish relationships among mass force, and motion

PD Opportunity 1

? Journaling: writing new concepts and completing vocabulary maps ? Creating concept mappings ? Note taking on experiments done in class demonstrating the scientific process: hypothesis, observation, data, analysis, variables, etc. ? Science Labs reports will be reviewed across grade levels in grade level meetings ? Utilize graphic organizers ? Weekly experiments ? Incorporate literature in the Science classroom ? Integrate Science in the Math classroom ? Gizmos ? Successmaker

Facilitator

Various

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Tests, grades, baseline and interim testing

G8. Students will participate in Robotics classes before and after school, more science field trips, and science fair development.

G8.B1 Students in K-5 had limited exposure to field trips involving Science and technology. Students in Middle School had no exposure to Robotics. Students had limited exposure to literature involving Science and Technology during the Reading and Science classes. The amount of students participating in the annual Science Fair was not high enough. AIE will increase students' participation in the Science Fair in all grade levels.

G8.B1.S1 Students in K-8 will: ? Participate in more meaningful fieldtrips like the Museum of Science, Kennedy Space Center, Butterfly Garden, Jungle Island, Everglades National, Miami Metro Zoo, etc. Other Strategies: ? Involve parents and community partners to the Annual Science FAIR and other technology related activities. ? Incorporate the Science and Mathematics Fair in the Science and Mathematics curriculum throughout the school year. ? Students in middle school will have opportunities to participate in Robotics classes as part of the daily curriculum.

PD Opportunity 1

? Involve parents and community partners to the Annual Science FAIR and other technology related activities. ? Incorporate the Science and Mathematics Fair in the Science and Mathematics curriculum throughout the school year. ? Students in middle school will have opportunities to participate in Robotics classes as part of the daily curriculum. Interactive curriculum demonstrations
Home learning with dvd's

Facilitator

Various

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Tests, Science Fair Projects, Robots, observations

G10. All students taking the Civics EOC in 2013 will improve their scores by 50%.

G10.B1 Upon completion of the District Baseline assessment administered in August 2013 and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area. Students had difficulties transferring all topics assessed in the Baseline: Government Policies and Political Processes, Organization and Function of Government, Origins and Purposes of Law and Government, Roles Rights, and Responsibilities.

G10.B1.S1 Provide activities that allow students to interpret primary and secondary sources of information, using multimedia sources to examine opposing points of view on a variety of issues and use different strategies to study and organize information.

PD Opportunity 1

Utilize vocabulary maps to develop Civics vocabulary Note taking techniques Graphic organizers to introduce Civics concepts and summarize information Provide opportunities for students to research Civics topics Provide opportunities to students to solve those topics researched Provide opportunities for students to collaborate and discuss about current event topics Develop student understanding of the content-specific civics vocabulary Provide opportunities for students to write to inform and to persuade. Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; and help students provide alternate solutions to the problems researched

Facilitator

Various

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Tests, baseline and interim tests, observations

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All students taking the 2014 FCAT Reading 2.0 will improve their reading scores from 64% to 65%.	\$25,000
G4.	50% of the students taking acceleration courses will be proficient.	\$4,000
G6.	Students scoring at Level 3, 4, or above on the FCAT 2.0 Science assessment will increase their scores by 4%.	\$4,000
G8.	Students will participate in Robotics classes before and after school, more science field trips, and science fair development.	\$1,000
G10.	All students taking the Civics EOC in 2013 will improve their scores by 50%.	\$2,000
G11.	Embedding EWS at AIE can increase the effectiveness in identifying students who need support. All students will increase their attendance in school by 1%; behavior referrals will decrease by 50%; and students failing a course will decrease by 50%.	\$1,000
Total		\$37,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Total
CSP Grant money	\$27,000	\$0	\$27,000
Federal CSP Grant Funds	\$0	\$8,000	\$8,000
Charter School Program grant funds to purchase additional robots; operating funds for field trips	\$1,000	\$0	\$1,000
School Base Budget (FTE)	\$1,000	\$0	\$1,000
Total	\$29,000	\$8,000	\$37,000

Budget Details

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

G1. All students taking the 2014 FCAT Reading 2.0 will improve their reading scores from 64% to 65%.

G1.B1 Barrier: The most critical area of deficiency as noted in the Reading FCAT 2.0 for students scoring at achievement Level 3 was Category 2 Reading Application.

G1.B1.S1 Use McGraw Hill Reading series aligned to CCSS for students to read literature and informational text that are complex and differentiate instruction using software programs in class.

Action Step 1

Classroom instruction involving: Author's Purpose: teachers will use author's purpose charts, two column charts with opinion and support, conclusion and support, and cause and effect. Complex text for students to read and comprehend literature and informational text using McGraw Hill Reading series and exemplar lessons. The use of Venn diagrams to compare and contrast characters and events in a text. Rigorous lessons to teach main idea, sequence of events, story elements, conclusions and references utilizing strategies such as main idea table, time lines, summaries, and power notes using graphic organizers. Plan and implement classroom strategies involving cause and effect, chronological order, identifying themes and topics within texts, identifying author's purpose and perspective, and ask and answer questions providing text evidence. Integrate Reading in other subject areas like Science and Social Studies. Utilize graphic organizers in Science and Social Studies involving the strategies mentioned above. Differentiated instruction using software programs like Reading Plus, Successmaker, and Write to Learn Program.

Resource Type

Evidence-Based Program

Resource

CCSS Mc. Graw Hill Reading Series

Funding Source

CSP Grant money

Amount Needed

\$25,000

G4. 50% of the students taking acceleration courses will be proficient.

G4.B1 Students need more experience with technology. They need to master the ability to read algebraic problems on the screen, solve them on a paper, and transferring them to the computer. No Algebra I EOC data has been collected.

G4.B1.S1 ? Take students to the computer lab every week so that students get familiar solving problems on the screen and solve them on paper ? Develop a bank of questions on the computer for students to solve them ? Present multi step equation problems during daily instruction ? Home learning reinforcement

Action Step 1

Teacher will create opportunities for: Students in 8th Grade taking the Algebra to participate in: : ? Successmaker ? FCAT Explorer ? Reflex Math ? Classroom instruction involving strategies mentioned above ? Develop a Mathematics notebook/journal to document concepts ? Note taking techniques / Math vocabulary concept maps

Resource Type

Technology

Resource

Successmaker

Funding Source

Federal CSP Grant Funds

Amount Needed

\$4,000

G6. Students scoring at Level 3, 4, or above on the FCAT 2.0 Science assessment will increase their scores by 4%.

G6.B1 As noted on the FCAT Science 2.0, students in 5th Grade scoring at Level 3 and 4 had most difficulty with Physical Science.

G6.B1.S1 Students in 5th Grade will: ? have opportunities to participate on hands on inquiry based learning to analyze, draw conclusions, and apply knowledge learned ? identify basic forms of energy ? distinguish relationships among mass force, and motion

Action Step 1

? Journaling: writing new concepts and completing vocabulary maps ? Creating concept mappings ? Note taking on experiments done in class demonstrating the scientific process: hypothesis, observation, data, analysis, variables, etc. ? Science Labs reports will be reviewed across grade levels in grade level meetings ? Utilize graphic organizers ? Weekly experiments ? Incorporate literature in the Science classroom ? Integrate Science in the Math classroom ? Gizmos ? Sucessmaker

Resource Type

Technology

Resource

Science tools and textbooks

Funding Source

Federal CSP Grant Funds

Amount Needed

\$4,000

G8. Students will participate in Robotics classes before and after school, more science field trips, and science fair development.

G8.B1 Students in K-5 had limited exposure to field trips involving Science and technology. Students in Middle School had no exposure to Robotics. Students had limited exposure to literature involving Science and Technology during the Reading and Science classes. The amount of students participating in the annual Science Fair was not high enough. AIE will increase students' participation in the Science Fair in all grade levels.

G8.B1.S1 Students in K-8 will: ? Participate in more meaningful fieldtrips like the Museum of Science, Kennedy Space Center, Butterfly Garden, Jungle Island, Everglades National, Miami Metro Zoo, etc. Other Strategies: ? Involve parents and community partners to the Annual Science FAIR and other technology related activities. ? Incorporate the Science and Mathematics Fair in the Science and Mathematics curriculum throughout the school year. ? Students in middle school will have opportunities to participate in Robotics classes as part of the daily curriculum.

Action Step 1

? Involve parents and community partners to the Annual Science FAIR and other technology related activities. ? Incorporate the Science and Mathematics Fair in the Science and Mathematics curriculum throughout the school year. ? Students in middle school will have opportunities to participate in Robotics classes as part of the daily curriculum. Interactive curriculum demonstrations
Home learning with dvd's

Resource Type

Evidence-Based Program

Resource

Parents, teachers and students will participate after school in field trips and after school science clubs. Students will use Robotics materials and computers.

Funding Source

Charter School Program grant funds to purchase additional robots; operating funds for field trips

Amount Needed

\$1,000

G10. All students taking the Civics EOC in 2013 will improve their scores by 50%.

G10.B1 Upon completion of the District Baseline assessment administered in August 2013 and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area. Students had difficulties transferring all topics assessed in the Baseline: Government Policies and Political Processes, Organization and Function of Government, Origins and Purposes of Law and Government, Roles Rights, and Responsibilities.

G10.B1.S1 Provide activities that allow students to interpret primary and secondary sources of information, using multimedia sources to examine opposing points of view on a variety of issues and use different strategies to study and organize information.

Action Step 1

Utilize vocabulary maps to develop Civics vocabulary Note taking techniques Graphic organizers to introduce Civics concepts and summarize information Provide opportunities for students to research Civics topics Provide opportunities to students to solve those topics researched Provide opportunities for students to collaborate and discuss about current event topics Develop student understanding of the content-specific civics vocabulary Provide opportunities for students to write to inform and to persuade. Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; and help students provide alternate solutions to the problems researched

Resource Type

Evidence-Based Program

Resource

Textbooks

Funding Source

CSP Grant money

Amount Needed

\$2,000

G11. Embedding EWS at AIE can increase the effectiveness in identifying students who need support. All students will increase their attendance in school by 1%; behavior referrals will decrease by 50%; and students failing a course will decrease by 50%.

G11.B1 Students who missed 10% or more in the Elementary grades did not have enough opportunities to receive incentives to improve their attendance.

G11.B1.S1 Communicate with parents on a weekly basis if students are not in school. Provide incentives to students with a good attendance to improve daily attendance and serve as a model for other students.

Action Step 1

The teacher will: Contact parents with three unexcused absences in writing with a letter from the principal. Parents with five or more unexcused absences will be contacted to assist to an Attendance Review Committee meeting. Parents with five tardies will be contacted by phone Parents with more than five tardies will be contacted in writing to assist to an Attendance Review. Teacher will praise and reward students with perfect attendance in class. Teacher will also reward the students with poor attendance once their attendance becomes stable.

Resource Type

Evidence-Based Program

Resource

Rewards for attendance and good behavior

Funding Source

School Base Budget (FTE)

Amount Needed

\$1,000