



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ruth K. Broad Bay Harbor K 8 Center

1155 93RD ST

Bay Harbor Islands, FL 33154

305-865-7912

<http://rkbbhk8.dadeschools.net/index.htm>

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
39%

Alternative/ESE Center
No

Charter School
No

Minority Rate
59%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

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

Ruth K. Broad Bay Harbor K 8 Center

Principal

Maria Rodriguez T

School Advisory Council chair

Mercedes Garcia

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

Name	Title
Maria T. Rodriguez	Principal
Elisa Mitrani Profeta	Assistant Principal
Israel R. Sosa	Assistant Principal
Mercedes Garcia	EESAC Chairperson/Media Specialist
Michael Moss	UTD Steward/STEM
Susan De Leon	Counselor
Celida Cuenca	Counselor
Marva Butler	K Grade Level Chair
Earnestine Ross	Grade 1 Level Chair
Jennifer Sanchez	Grade 2 Level Chair
Mary Montano	Grade 3 Level Chair
Lois Lax	Grade 4 Level Chair
Christie Cendoya	Grade 5 Level Chair
Lauren Perez	Special Areas Chair
Kerlyn Prada	Middle School Science Chair
Susan Boundy	Middle School Social Science Chair
Joan Georgiades Callado	Middle School Mathematics Chair
Mercy MacDowell	Middle School Reading/Language Arts Chair
Josefa Costa	ELL 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

Ruth K. Broad Bay Harbor K-8 Center’s SAC Committee is comprised of 21 individuals divided into the following categories: 1 Principal, 1 UTD Steward, 5 Teachers, 1 Alternate Teacher, 1 Support Employee, 1 Alternate Support Employee, 6 Parents, 1 Alternate Parent, 1 Student, 1 Alternate Student, and 2 Business/Community Representative.

Involvement of the SAC in the development of the SIP

The involvement of the SAC in our school includes the identification of curricular goals for student achievement and identification of the utilization of the SAC funds to enhance student achievement and the goals on the School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC will meet at least 4 times throughout the school year and will identify, maintain, and support all of the goals of the School Improvement Plan. They will review student achievement data in all subject areas and identify strengths and weaknesses related to student performance. They will also review and give recommendations for the utilization of SAC funds to improve educational goals.

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

The SAC funds will be used for before/after school tutoring in the areas of Reading, Math, Science, and Writing. The remainder will be utilized on technology and enhancements to the science department.

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

N/A

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Maria Rodriguez T

Principal

Years as Administrator: 13

Years at Current School: 11

Credentials

Doctorate in Science and Mathematics Education-Curtin University of Science, Mathematics, and Technology; Master of Science in Special Education-Nova Southeastern University; Bachelor of Science in Elementary Education-Florida International University
 Certifications in Educational Leadership K-12, Elementary Education 1-6, and Special Education K-12

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 76%
 Math Proficiency, 80%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25% - 60 points
 Rdg. AMO – 83%
 Math AMO– 87%

2012 – School Grade A
 Rdg. Proficiency, 78%
 Math Proficiency, 83%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 83 points
 Rdg. Imp. of Lowest 25% - 77 points
 Math Imp. of Lowest 25% - 77 points
 Rdg. AMO – 81%
 Math AMO– 85%

2011 – School Grade A
 Rdg. Proficiency, 89%
 Math Proficiency, 93%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 79 points
 Rdg. Imp. of Lowest 25% - 74 points
 Math Imp. of Lowest 25% - 80 points

2010 – School Grade A
 Rdg. Proficiency, 91%
 Math Proficiency, 90%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 75 points
 Rdg. Imp. of Lowest 25% - 71 points
 Math Imp. of Lowest 25% - 70 points

2009 – School Grade A
 Rdg. Proficiency, 89%
 Math Proficiency, 91%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% - 80 points
 Math Imp. of Lowest 25% - 81 points

Elisa Mitrani Profeta

Asst Principal

Years as Administrator: 6

Years at Current School: 10

Credentials

Master of Science in Elementary Education-Nova Southeastern University; Bachelor of Arts in English Literature-Florida International University; Associate of Arts in Secondary Education-Miami-Dade Community College
 Certifications in English 6-12, Elementary Education 1-6 and Educational Leadership K-12 State of Florida

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 76%
 Math Proficiency, 80%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25% - 60 points
 Rdg. AMO – 83%
 Math AMO– 87%

2012 – School Grade A
 Rdg. Proficiency, 78%
 Math Proficiency, 83%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 83 points
 Rdg. Imp. of Lowest 25% - 77 points
 Math Imp. of Lowest 25% - 77 points
 Rdg. AMO – 81%
 Math AMO– 85%

2011 – School Grade A
 Rdg. Proficiency, 89%
 Math Proficiency, 93%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 79 points
 Rdg. Imp. of Lowest 25% - 74 points
 Math Imp. of Lowest 25% - 80 points

2010 – School Grade A
 Rdg. Proficiency, 91%
 Math Proficiency, 90%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 75 points
 Rdg. Imp. of Lowest 25% - 71 points
 Math Imp. of Lowest 25% - 70 points

2009 – School Grade A
 Rdg. Proficiency, 89%
 Math Proficiency, 91%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% - 80 points
 Math Imp. of Lowest 25% - 81 points

Israel R. Sosa

Asst Principal

Years as Administrator: 7

Years at Current School: 1

Credentials

Master of Arts in Bilingual Education and English as a Second Language, Jersey City University; BS in Health Science, Jersey City State College
 Certifications in Health Education, Bilingual Education and English as a Second Language, Educational Leadership K-12 State of Florida

Performance Record

2013 – Lawton Chiles MS - School Grade C
 Rdg. Proficiency, 52%
 Math Proficiency, 37%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 58 points
 Rdg. Imp. of Lowest 25% - 70 points
 Math Imp. of Lowest 25% - 75 points
 2012 – Westview MS - School Grade D
 Rdg. Proficiency, 32%
 Math Proficiency, 35%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 65 points
 Rdg. Imp. of Lowest 25% - 66 points
 Math Imp. of Lowest 25% - 73 points
 2011 – Westview MS - School Grade C
 Rdg. Proficiency, 43%
 Math Proficiency, 43%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% - 77 points
 Math Imp. of Lowest 25% - 71 points
 2010 – Westview MS - School Grade D
 Rdg. Proficiency, 41%
 Math Proficiency, 39%
 Rdg. Lrg. Gains, 59 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% - 74 points
 Math Imp. of Lowest 25% - 66 points
 2009 – Westview MS - School Grade C
 Rdg. Proficiency, 38%
 Math Proficiency, 37%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 59 points
 Rdg. Imp. of Lowest 25% - 74 points
 Math Imp. of Lowest 25% - 64 points

Classroom Teachers**# of classroom teachers**

78

receiving effective rating or higher

78, 100%

Highly Qualified Teachers

67%

certified in-field

52, 67%

ESOL endorsed

55, 71%

reading endorsed

6, 8%

with advanced degrees

25, 32%

National Board Certified

5, 6%

first-year teachers

4, 5%

with 1-5 years of experience

12, 15%

with 6-14 years of experience

24, 31%

with 15 or more years of experience

38, 49%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

7, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The administrative team identifies the need for new instructional staff members. They review resumes of possible instructional candidates and match the needs of the school with the certification of

prospective teachers. Interviews are conducted, as needed and the best candidate for the position is hired. Appropriate mentoring, grade group planning, professional development, and certification guidelines are reviewed to ensure retention of staff and increase highly qualified status.

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

The MINT program is used when matching new or transferring teachers with veteran teachers at our school site. Mentors are selected from MINT trained teachers and where possible, from the same grade level or department. For teachers needing assistance, a partner teacher is identified from the same grade level or department to assist in best practices. Monthly activities/meetings are created to allow for constant collaboration between the 2 teachers. Professional Learning Communities are also established school-wide to allow time for the teachers to networking and communicate.

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

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

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

The school's Leadership Literacy Team meets monthly to review and analyze SIP goals and student achievement data, and revise curricular instruction to meet the needs of all students at the school, with a special focus on subpopulations such as ELL and SWD. The team identifies the strengths and weaknesses of the student data presented from District Baseline and Interim Tests, FCAT 2.0, CELLA, FAIR, VPK 1 and Houghton Mifflin PK Assessments, SuccessMaker and technological programs, etc. Based on this information, the team discusses through data chats and MTSS/RtI meetings, as well as grade level meetings what strategies are implemented in teaching the curriculum and its effectiveness. Through SAC meetings, available funding is allocated and resources and/or additional teacher support systems are addressed as needed. These strategies are then monitored through informal walkthroughs and formal observations. During these observations whole, small and individual instruction and strategies are monitored. This process is ongoing and includes reflection and sharing of pertinent ideas to meet the needs of the children.

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

Maria T. Rodriguez, Principal, will ensure that a data-based decision-making process is adhered to when reviewing the SIP and MTSS/RtI process. She will ensure implementation of intervention and support for identified students as well as professional development for teachers and staff on the SIP and MTSS/RtI process. She will also ensure all documentation is in compliance with policies and procedures for all state and district requirements.

Elisa Mitrani Profeta and Israel R. Sosa, Assistant Principals, will ensure that the school-based team is implementing state and district mandated interventions and monitor MTSS/RtI Team through ongoing data. They will identify student weaknesses, including Tier I/II/III strategies and monitor the progress of those students through evidence-based interventions. Furthermore, they will communicate with parents via the MTSS/RtI Team the process and student progress.

The parent of the identified child undergoing the process is an integral part of the MTSS/RtI Team as they participate in sharing strengths and weaknesses that the child demonstrates as well as being an

active member in the ongoing process. They will be reviewing the recommendations from the MTSS/RtI Team and provide feedback. They will collectively determine what is best for their child academically. Mercedes Garcia, Media Specialist, will implement technology necessary to manage and display data; provide professional development and technical support to teachers and staff regarding data management and reports.

Michael Moss, UTD Steward, will serve as teacher liaison to provide feedback and clarification of instructional best practices, data, the SIP goals, and the MTSS/RtI process.

Select General Education Teachers, as part of the SIP and MTSS/RtI process, will provide information and knowledge related to core curriculum instruction/intervention through meetings and will collaborate with other staff to participate in student data collection and analysis for all Tier I/II/III students. They will be well-versed in the SIP goals and provide recommendations for improved student achievement.

Special Education Teachers, as part of the SIP and MTSS/RtI process, will collaborate with general education teachers through the inclusion and/or resource model, participate in the student data collection and analysis, provide support for general education teachers, and integrate core instructional activities/materials into Tier I/II/III instructions.

Dr. Laurel Taitt, School Psychologist, as part of the SIP and MTSS/RtI process, will facilitate the development of intervention plans and participate in the collection, interpretation, and analysis of student data. She will also provide support for intervention, reliability, and documentation.

Nina Jackson, Speech Pathologist, as part of the SIP and MTSS/RtI process, will educate the team in the role language plays in curriculum, assessment, and instruction, a basis for appropriate program design,; assist in the selection of screening measures, and help identify systemic patterns of student needs with respect to language skills.

Susan De Leon and Celida Cuenca, Counselors, as part of the SIP and MTSS/RtI process, will provide services ranging from individual to group counseling. In addition, they will provide interventions and link community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The School's Leadership Literacy Team meets regularly during Faculty, SAC, PTA, and data chats to review the SIP goals, advances made toward achieving the goals, and adjustments to curriculum, as needed. The team reviews the SAC budget and recommendations for utilization of the funds. The team also reviews the general procedures that guide the MTSS/RtI process. The MTSS/RtI Team meets regularly to identify those students in need of additional support (Tier I/II/III), problem solve to identify strategies to be implemented in providing interventions, monitor progress through measureable means, and adjust strategies as needed for the child. Discussions in reference to the methodology of the MTSS/RtI Team and the timelines of the cases are constantly being monitored for efficiency. Adherence to district, state and federal guidelines are strictly enforced.

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

The MTSS/RtI Team collects ongoing data on students that need interventions to ensure their ongoing progress monitoring (OPM). District Baseline (pre/post), District Interim Assessments (fall, winter and spring), weekly/monthly ongoing data (technological programs and research-based reading/math/science programs), VPK 1/Houghton Mifflin Assessments for PK, etc. are reviewed periodically to identify the effectiveness of the strategies. CELLA assessment data is reviewed for English Language Learners (ELL). FAIR Assessment results are reviewed for all K-3 students and those in grades 4-8 scoring in the lowest 25%, FCAT 2.0, End-of-Course Exams, Alternative Assessments, SuccessMaker data, etc. are closely reviewed for all identified students. The team analyzes the data and utilizes it to provide what is needed for each child. The MTSS/RtI process is also thoroughly reviewed to ensure its effectiveness and efficiency.

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

The MTSS/RtI Team will meet with the SAC and Faculty of the school to help develop the School Improvement Plan. The MTSS/RtI Team will provide data related to student progress as well as subpopulations within the school that need special attention in order to meet standards. The MTSS/RtI Team will provide input in the strategies and the professional development activities of the plan in order to ensure that all students attain AMO. Open discussions through PTA, SAC, and grade group meetings, and data chats are held constantly to share the process with all stakeholders. Additionally, professional development is also provided to identified staff members and parents to ensure understanding of the process.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 2,400

The research-based strategies used to increase the amount and quality of learning during before/after school tutoring are the remedial and enrichment components of the state adopted textbooks (Harcourt Brace, Houghton Mifflin, etc.) and the technology programs that isolate skills based on FCAT 2.0 and Common Core Programs such as SuccessMaker, FCAT Explorer, Gizmos, Reading Plus, and Achieve 3000 are some examples of the programs used for remediation and enhancement. All of these research-based programs are implemented for different subpopulations during before/after school tutoring as well as remediation classes (Intensive Reading and Intensive Mathematics). Hands-on, problem solving, manipulative work and experimentation are also strategies used to teach all students through varying modalities.

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?

Each classroom teacher collects and analyzes the data available weekly to determine its effectiveness for student achievement. The data is analyzed by each teacher, discussed as a grade group to identify effectiveness in addressing the noted deficiencies in specific benchmarks/skills, and with administration and the MTSS/RtI Team through data chats. Based on percentages of proficiency by benchmark/standard, the subject area teachers, administration, and MTSS/RtI Team determine adjustments to the curriculum and instruction as needed.

Who is responsible for monitoring implementation of this strategy?

Administration is responsible for the informal and formal observations and the Leadership Literacy and MTSS/RtI Teams help with conducting data chats and reviewing data to support effectiveness of the extended learning strategies.

Literacy Leadership Team (LLT)

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

Name	Title
Maria T. Rodriguez	Principal
Elisa Mitrani Profeta	Assistant Principal
Israel R. Sosa	Assistant Principal
Mercedes Garcia	Test Chair/Media Specialist
Michael Moss	UTD Steward/Math Teacher
Susan De Leon	Counselor
Celida Cuenca	Counselor
Marva Butler	K Grade Chair
Earnestine Ross	Grade 1 Chair
Jennifer Sanchez	Grade 2 Chair
Mary Montano	Grade 3 Chair
Lois Lax	Grade 4 Chair
Christie Cendoya	Grade 5 Chair
Susan Boundy	Middle School Social Science Chair
Kerlyn Prada	Middle School Science Chair
Mercy MacDowell	Middle School Reading/Language Arts Chair
Joan Georgiades Callado	Middle School Mathematics Chair
Lauren Perez	Special Area Department Chair

How the school-based LLT functions

The LLT meets with the faculty and the SAC of the school to develop the SIP and Curricular Literacy Program. The principal, along with the SAC chair, will identify dates and times for the LLT to meet along with the agenda/content for the meetings. During these meetings, the school LLT will provide a variety of data related to student progress and discuss patterns/trends, resources available, and the strengths and weaknesses noted by subject and grade level. They will collaboratively work to adjust and align the curriculum to meet the specific needs of the student/school population. They will also provide support to teachers in the implementation of the curriculum and the intensive intervention strategies through Professional Development and Professional Learning Communities. Best practices and mini-showcases are also shared to better instructional practices and improve student achievement.

Major initiatives of the LLT

The major initiative for this school year is to completely infuse Common Core into all subject areas in all grades. This includes the identification of available resources and the best utilization of available funds.

Every Teacher Contributes to Reading Instruction

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

All teachers are an integral part of literacy at our school. They all contribute to literacy as all of our elementary teachers are self-contained and teach at least 120 minutes of Reading and Language Arts

daily. Our Middle School teachers, although they teach subject specific curriculum, focus on reading fluency and comprehension across the curriculum (i.e., Mathematics through word problems).

Preschool Transition

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

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

We have 1 VPK class within our school. These families and all others that register for VPK lottery receive information and orientation 4 times throughout the year (January, March, May, and August). Fliers, ConnectEd, and community bulletin messages are disseminated throughout the community with information specific to PK and Kindergarten families. Group tours are scheduled 3 times per year and as needed for our international families. During the August Orientation meeting, the children are escorted to their prospective classrooms to meet their teachers and spend some time getting to know each other while the parents attend the parent orientation and are given pertinent information about the guidelines, rules, and curriculum of MDCPS.

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

The school incorporates applied and integrated courses such as Technology, PE, Music, Art, and specific field trips such as the Playground Theatre, the New World Symphony, LegoLand etc. that promote career awareness and the connections from school to real world experiences. Additionally, our electives (Journalism, Speech/Debate, Robotics, Dance, Orchestra, Broadcasting, Drama, etc.) for middle school students, the Civics component of career planning, and our Academy Days offer hands-on opportunities for learning about and making the relationships between subjects and the relevance to their future.

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

The administration has several meetings with the staff to identify student choices for electives offered and review staff certification for the possibility of adding specific courses to the curriculum. Students are provided a subject selection sheet by grade level for the courses available and given the opportunity to select the electives of their choice.

Strategies for improving student readiness for the public postsecondary level

Middle School students receive an orientation at the beginning and at the end of the year in which they receive information about credits needed for completion of middle and high school, programs/academies (IB, Scholars, advanced math and science courses, AVID etc.) available at Miami Beach Senior High and select magnet schools throughout the district. FCAT 2.0 scores are emphasized as being directly related to elective choices. MDCPS, specific magnet schools, and College/University websites are emphasized to the students as well as parents and they are encouraged to go online and research the available programs in order to make an informed decision about their future educational needs.

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	83%	76%	No	84%
American Indian				
Asian	73%	0%	No	75%
Black/African American	70%	72%	Yes	73%
Hispanic	80%	75%	No	82%
White	88%	78%	No	90%
English language learners	65%	53%	No	69%
Students with disabilities	54%	45%	No	59%
Economically disadvantaged	76%	63%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	260	31%	37%
Students scoring at or above Achievement Level 4	371	44%	47%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	72%

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)	111	65%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	64	38%	44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	53	31%	38%

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.	[data excluded for privacy reasons]	[data excluded for privacy reasons]	0%

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	197	67%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]	[data excluded for privacy reasons]	0%

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	87%	80%	No	88%
American Indian				
Asian	83%	0%	No	85%
Black/African American	82%	72%	No	84%
Hispanic	85%	75%	No	87%
White	91%	87%	No	92%
English language learners	78%	68%	No	80%
Students with disabilities	63%	55%	No	66%
Economically disadvantaged	84%	69%	No	86%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	248	32%	39%
Students scoring at or above Achievement Level 4	356	46%	49%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		73%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		60%	64%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		52%	57%
Middle school performance on high school EOC and industry certifications		100%	100%

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	87%	0%	No	88%
American Indian				
Asian	83%	0%	No	85%
Black/African American	82%	0%	No	84%
Hispanic	85%	0%	No	87%
White	91%	0%	No	92%
English language learners	78%	0%	No	80%
Students with disabilities	63%	0%	No	66%
Economically disadvantaged	84%	0%	No	86%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		<i>[data excluded for privacy reasons]</i>	0%
Students in lowest 25% making learning gains (EOC)		<i>[data excluded for privacy reasons]</i>	0%

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.		<i>[data excluded for privacy reasons]</i>	0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	24%	24%
Students scoring at or above Achievement Level 4	41	76%	76%

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	36	29%	32%
Students scoring at or above Achievement Level 4	36	29%	30%

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	39	31%	33%
Students scoring at or above Achievement Level 4	49	39%	40%

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		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)	5		7
Participation in STEM-related experiences provided for students	1400	71%	73%

Area 6: Career and Technical Education (CTE)

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

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	91	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	8	1%	1%
Students who are not proficient in reading by third grade	45	31%	28%
Students who receive two or more behavior referrals	101	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	1%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	91	7%	6%
Students who fail a mathematics course	5	1%	1%
Students who fail an English Language Arts course	4	1%	1%
Students who fail two or more courses in any subject	3	1%	1%
Students who receive two or more behavior referrals	101	8%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	20	1%	1%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

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

The main target in the parental involvement area of our SIP is to increase parental involvement primarily with our foreign speaking parents. This population needs guidance in the school system and other aspects of the American culture. We will provide additional activities such as the Parent Academy and in-house parent meetings and workshops designed to increase assimilation into the American school system.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental Involvement in school activities	862	69%	70%

Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A	N/A	N/A%	N/A%

Goals Summary

- G1.** All students will show an increase of 8% in Reading from 76% to 84%.
- G2.** Increase 4th and 8th grade students' writing scores by 3% from 67% to 70%.
- G3.** Increase student scores for the 2014 FCAT 2.0 Mathematics Assessment by 8% from 80% to 88%.
- G4.** Increase Middle School Acceleration participation 5% points from 52% to 57%.
- G5.** Maintain 100% of students performing at a level 3 or above on the 2014 Algebra I EOC.
- G6.** All 5th grade students will show an increase of 4% on the 2014 FCAT Science Assessment from 58% to 62%.
- G7.** All 8th grade students will show an increase of 3% on the 2014 FCAT Science Assessment from 70% to 73%.
- G8.** Maintain 100% of students performing at a level of 3 or higher on the 2014 Biology EOC.
- G9.** Increase student participation in Science, Technology, Engineering and Mathematics, STEM Program/ activities from 71% to 73%.
- G10.** Identify 1 teacher to become industry certified for Career and Technical Education (CTE).
- G11.** Students in grade 7 will improve their knowledge of the Origins and Purposes of Law and Government and Roles, Rights, and Responsibilities by 4% from 51% to 55% on the 2014 Civics EOC.
- G12.** Student academic development is correlated to student attendance, retention, and student behavior. We will increase student attendance by 1%, decrease behavioral referrals and suspensions by 1%, and student course failures by 3%.
- G13.** Increase school wide parental involvement by 4% from 69% to 73%.

Goals Detail

G1. All students will show an increase of 8% in Reading from 76% to 84%.**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Social Studies
- U.S. History EOC
- Civics EOC

Resources Available to Support the Goal

- State adopted text books, District Pacing Guides, MacDougal Littell Literature Series, Harcourt Brace, SuccessMaker, and Kid Biz Language.

Targeted Barriers to Achieving the Goal

- The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration, as Reporting Category 1: Vocabulary, due to limited command of the English language and Category 2: Reading Application, due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- The area of deficiency for the White subgroup, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 1: Vocabulary, due to limited exposure of words and phrases as they are used in a text, distinguishing literal from non-literal language and Category 2: Reading Application, due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- The area of deficiency for the Hispanic subgroup, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 1: Vocabulary, due to limited exposure of words and phrases as they are used in a text, distinguishing literal from non-literal language and Category 2: Reading Application, due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- The area of deficiency for the ED subgroup, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 1: Vocabulary, due to limited exposure of words and phrases as they are used in a text, distinguishing literal from non-literal language and Category 2: Reading Application, due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- The area of deficiency for the SWD subgroup, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 1: Vocabulary, due to limited exposure of words and phrases as they are used in a text, distinguishing literal from non-literal language and Category 2: Reading Application, due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- The area of deficiency for our students scoring at Achievement Level 3 on the 2013 FCAT 2.0 administration, was Reporting Category 4: Information Text/Research Process, due to limited exposure to informational text.
- The area of deficiency for students scoring at Achievement Levels 4 and above on the 2013 FCAT 2.0 administration, was Reporting Category 3: Literature Analysis-Fiction/Non-Fiction, due to limited exposure to literary elements and figurative language.
- The area of deficiency for our students not making learning gains as noted on the 2013 FCAT 2.0 administration, was Reporting Category 2: Reading Application, due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

- The area of deficiency for students not making learning gains in the lowest 25% as noted on the 2013 FCAT 2.0 administration, was Reporting Category 1: Vocabulary.
- The area of deficiency for ELL students as noted on the 2013 CELLA administration in Listening/Speaking, was speaking and listening in English.
- The area of deficiency for ELL students as noted on the 2013 CELLA administration in Reading, was Oral Reading and Fluency in English.
- The area of deficiency for ELL students as noted on the 2013 CELLA administration in Writing, was utilizing proper grammar and sentence structure in English.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments, Summative Assessments-2014 FCAT 2.0

G2. Increase 4th and 8th grade students' writing scores by 3% from 67% to 70%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Small group instruction and peer editing (peers and teachers) as well as exemplar writing samples utilized to demonstrate highly effective writing skills.

Targeted Barriers to Achieving the Goal

- The area of deficiency for 4th grade students scoring at or above 3.5 as noted on the FCAT Writing 2013 administration, indicates that students require additional support with fluency, vocabulary development and support in expository and narrative writing.
- The area of deficiency for 4th grade students scoring at or above 4.0 as noted on the FCAT Writing 2013 administration, indicates that students require additional support with fluency, vocabulary development and support in expository and narrative writing.
- The area of deficiency for 8th grade students scoring at or above 3.5 as noted on the FCAT Writing 2013 administration, indicates that students require additional support with fluency, vocabulary development and support in expository and narrative writing.
- The area of deficiency for 8th grade students scoring at or above 4.0 as noted on the FCAT Writing 2013 administration, indicates that students require additional support with fluency, vocabulary development and support in expository and narrative writing.

Plan to Monitor Progress Toward the Goal

Following the FCIM model using data from Interim Assessments and FCAT Writing Prompts

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment-District Writing Prompts Summative-Results on the 2014 FCAT Writing Test

G3. Increase student scores for the 2014 FCAT 2.0 Mathematics Assessment by 8% from 80% to 88%.

Targets Supported

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

Resources Available to Support the Goal

- Resources would include state adopted textbooks, manipulatives, Brainpop, Graphic Organizers, etc. to utilize in the classrooms daily.

Targeted Barriers to Achieving the Goal

- The ELL subpopulation did not make their AMO for 2013. The area of deficiency noted on the 2013 FCAT 2.0 administration was Reporting Category-Number: Operations and Problems.
- The SWD subpopulation did not make their AMO for 2013. The area of deficiency noted on the 2013 FCAT 2.0 administration was Reporting Category-Number: Base Ten and Fractions.
- According to the results of the 2013 FCAT 2.0, students in Levels 3-5 grades 3 (77%) & 4 (90%) experienced difficulty in Content Area Number: Operations, Problems and Statistics.
- According to the results of the 2013 FCAT 2.0, students in Levels 3-5 grades 5 (70%) & 6 (72%) experienced difficulty in Content Area Geometry and Measurement.
- According to the results of the 2013 FCAT 2.0, students in Levels 3-5 grade 7 (81%) experienced difficulty in Content Area Statistics and Probability.
- According to the results of the 2013 FCAT 2.0, students in Levels 3-5 grade 8 (70%) experienced difficulty in Content Area Geometry and Measurement.
- The area of deficiency for students not making learning gains as noted on the 2013 FCAT 2.0 administration, was Reporting Category Geometry and Measurement.
- The area of deficiency for students in the lowest 25% not making learning gains as noted on the 2013 FCAT 2.0 administration, was Reporting Category Number: Base Ten and Fractions.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessment and FCAT 2.0.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments-District Interim Assessments, Summative Assessments- 2014 FCAT 2.0.

G4. Increase Middle School Acceleration participation 5% points from 52% to 57%.

Targets Supported

Resources Available to Support the Goal

- State adopted textbooks, manipulatives, and real world problem solving.

Targeted Barriers to Achieving the Goal

- Of the eligible 106 students scoring an achievement level of 3 and above on the 2012 FCAT 2.0 assessment, only 52% (54) of our students participated in the 2013 EOC for Middle School Acceleration.
- Of the 54 students that participated in the EOCs, 100% achieved a level of 3 or above.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments-District Interim Assessments, Summative Assessments- 2014 FCAT 2.0.

G5. Maintain 100% of students performing at a level 3 or above on the 2014 Algebra I EOC.

Targets Supported

Resources Available to Support the Goal

- State adopted text book, teacher made tests, and technology utilization.

Targeted Barriers to Achieving the Goal

- Students scoring at achievement level 3 on the 2013 Algebra EOC, experienced difficulty in solving multi-step equations, especially identifying the correct operation for each step. According the 2013 Algebra EOC, students had the most difficulty with linear equations and inequalities.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments-District Interim Assessments, Summative Assessments- 2014 FCAT 2.0.

G6. All 5th grade students will show an increase of 4% on the 2014 FCAT Science Assessment from 58% to 62%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Include state adopted text books, District Pacing Guides, Gizmos and FCAT Explorer.

Targeted Barriers to Achieving the Goal

- Limited evidence of student artifacts and laboratory reports reflecting grade 5 Physical Science content. As noted on the 2013 FCAT 2.0, students scoring at achievement level 3, had difficulty in Reporting Category, Physical Science.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment-Scott Foresman Chapter Assessments Summative Assessment-2014 FCAT 2.0

G7. All 8th grade students will show an increase of 3% on the 2014 FCAT Science Assessment from 70% to 73%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Resources available to enhance science content include Gizmos, virtual labs, interactive journals, and experiments.

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 FCAT 2.0, students in Grade 8 experienced difficulty in content area Physical Science due to limited exposure to science content from grades K-8.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment-Monthly/Quarterly District Interim Assessments Summative Assessment-2014 Science FCAT 2.0

G8. Maintain 100% of students performing at a level of 3 or higher on the 2014 Biology EOC.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Resources available to enhance Biology content include virtual labs, interactive journals and hands-on experiments.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and instruction adjusted as needed. The biology teacher and Leadership Literacy Team will review lab journals and conclusions at monthly grade level meetings.

Person or Persons Responsible

Teacher

Target Dates or Schedule:

Monthly

Evidence of Completion:

Quizzes, tests, and Interim Assessments.

G9. Increase student participation in Science, Technology, Engineering and Mathematics, STEM Program/ activities from 71% to 73%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Available resources for the enhancement of STEM for the students are science hands-on activities throughout the grade levels and opportunities to participate in the Fairchild Challenge, Miami Dade County Science and State Level Science Competitions, Robotics Competitions and SECME. Science materials are available to properly conduct science investigations.

Targeted Barriers to Achieving the Goal

- In order to emphasize/engage students in the problem solving process, we need to increase the number of Project Based Learning activities (Science Fair, UF Junior Engineering and Humanities Symposium, Fairchild Challenge, Robotics elective, and SECME).

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Teacher Observations and participation in Science Fair and STEM competitions.

G10. Identify 1 teacher to become industry certified for Career and Technical Education (CTE).

Targets Supported

- CTE

Resources Available to Support the Goal

- Classroom availability and technology available.

Targeted Barriers to Achieving the Goal

- Currently, there are no teachers industry certified due to limited opportunities for such certification, funding, and equipment to provide such a course for a very small number of students in a K-8 Center.
- Students need to be informed and advised on industry certification classes.

Plan to Monitor Progress Toward the Goal

Information and viability of certification will be monitored through CTE meetings

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Collaborative meeting logs

G11. Students in grade 7 will improve their knowledge of the Origins and Purposes of Law and Government and Roles, Rights, and Responsibilities by 4% from 51% to 55% on the 2014 Civics EOC.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- Resources include historical documents, graphs, charts, maps, timelines, and political cartoons.

Targeted Barriers to Achieving the Goal

- Upon completion of the District Baseline Assessment and review of course benchmarks, it has been determined that students have difficulty transferring writing and language arts skills to the content area.
- Upon completion of the District Baseline Assessment and review of course benchmarks, it has been determined that students have limited understanding and knowledge of the Origins and Purposes of Law and Government and Roles, Rights, and Responsibilities.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessment: School-generated and District Interim Assessments Summative Assessment: 2014 Civics EOC

G12. Student academic development is correlated to student attendance, retention, and student behavior. We will increase student attendance by 1%, decrease behavioral referrals and suspensions by 1%, and student course failures by 3%.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Incentives, motivational strategies, and CSI counseling.

Targeted Barriers to Achieving the Goal

- According to MDCPS attendance records, 7% (91) of our students missed 10% or more of available instructional time.
- According to MDCPS academic records, 3% (12) students failed courses in Math, English/ Language Arts, or two or more courses.
- According to MDCPS Student Case management referral records, 8% (101) students received 2 or more behavior referrals.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly attendance data will be reviewed and communication of poor attendance will be communicated to counselors and administration.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Referrals, teacher communications, parent communications, and meeting minutes

G13. Increase school wide parental involvement by 4% from 69% to 73%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Resources are a very strong PTA, school, and community which engages in a multitude of partnerships to enhance the school and community at large. Additional resources include in-house and MDCPS training available to parents in many areas.

Targeted Barriers to Achieving the Goal

- According to the schools' records for the year 2012 -2013, parent involvement was approximately 69% totaling 862 parents. For the 2013-2014 school year, parental involvement will be increased by 4% totaling 954 parents.

Plan to Monitor Progress Toward the Goal

Quarterly PTA and SAC meetings will address additional activities and parental participation opportunities.

Person or Persons Responsible

PTA/LLT/SAC

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Sign in log and Calendar of events

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All students will show an increase of 8% in Reading from 76% to 84%.

G1.B1 The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration, as Reporting Category 1: Vocabulary, due to limited command of the English language and Category 2: Reading Application, due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B1.S1 Students will be afforded opportunities to work on a variety of activities in a small group setting that will help them determine the meanings of words and phrases as they are used in a text to strengthen their general knowledge of words, word relationships, and multiple meanings of words. Additionally, tutoring intervention with specific benchmark instruction has been implemented.

Action Step 1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student work and site-generated assessments including benchmarks.

Facilitator:

Josefa Costa, ELL Resource Teacher

Participants:

ELL Teachers

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Harcourt Brace (grades 3-5) and MacDougal Littell Literature Series (Grades 6-8), quizzes, and Interim Assessments.

G1.B1.S2 Students will utilize the Kid Biz and Teen Biz Language Programs to reinforce language and vocabulary acquisition.

Action Step 1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks, and Kid Biz reports.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S2

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments:Harcourt Brace (grades 3-5) and MacDougal Littell Literature Series (Grades 6-8), quizzes, and Interim Assessments.

G1.B2 The area of deficiency for the White subgroup, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 1: Vocabulary, due to limited exposure of words and phrases as they are used in a text, distinguishing literal from non-literal language and Category 2: Reading Application, due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B2.S1 Teachers will work with students on a variety of activities (ex. Graphic organizers, author's purpose charts, two column note's, Venn diagram, etc.) independently and in a small group setting where they will ingrain the practice of justifying answers by going back to the text to support. Focusing on specific benchmarks and targeted skills that needed improvement.

Action Step 1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: District Interim Assessments, Summative Assessments-2014 FCAT 2.0

G1.B3 The area of deficiency for the Hispanic subgroup, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 1: Vocabulary, due to limited exposure of words and phrases as they are used in a text, distinguishing literal from non-literal language and Category 2: Reading Application, due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B3.S1 Students will be provided opportunities to practice making inferences and drawing conclusions within and across texts.

Action Step 1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Harcourt Brace (grades 3-5) and MacDougal Littell Literature Series (Grades 6-8), quizzes, and Interim Assessments.

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4 The area of deficiency for the ED subgroup, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 1: Vocabulary, due to limited exposure of words and phrases as they are used in a text, distinguishing literal from non-literal language and Category 2: Reading Application, due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B4.S1 Students will continue to be afforded opportunities to work on a variety of activities in a small group setting that will help them determine the meanings of words and phrases as they are used in a text to strengthen their general knowledge of words, word relationships, and multiple meanings of words.

Action Step 1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Harcourt Brace (grades 3-5) and MacDougal Littell Literature Series (Grades 6-8), quizzes, and Interim Assessments.

G1.B5 The area of deficiency for the SWD subgroup, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 1: Vocabulary, due to limited exposure of words and phrases as they are used in a text, distinguishing literal from non-literal language and Category 2: Reading Application, due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B5.S1 Teachers will work with students on a variety of activities (ex. Graphic organizers, author's purpose charts, two column note's, Venn diagram, etc.) in a small group setting where they will ingrain the practice of justifying answers by going back to the text to support.

Action Step 1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTTS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Harcourt Brace (grades 3-5) and MacDougal Littell Literature Series (Grades 6-8), quizzes, and Interim Assessments.

G1.B6 The area of deficiency for our students scoring at Achievement Level 3 on the 2013 FCAT 2.0 administration, was Reporting Category 4: Information Text/Research Process, due to limited exposure to informational text.

G1.B6.S1 Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Action Step 1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTTS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Harcourt Brace (grades 3-5) and MacDougal Littell Literature Series (Grades 6-8), quizzes, and Interim Assessments.

G1.B7 The area of deficiency for students scoring at Achievement Levels 4 and above on the 2013 FCAT 2.0 administration, was Reporting Category 3: Literature Analysis-Fiction/Non-Fiction, due to limited exposure to literary elements and figurative language.

G1.B7.S1 Students will analyze how an author's choices concerning how to manipulate time, for example pacing flashbacks creates such effects such as mystery, tension, and surprise.

Action Step 1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Harcourt Brace (grades 3-5) and MacDougal Littell Literature Series (Grades 6-8), quizzes, and Interim Assessments.

G1.B8 The area of deficiency for our students not making learning gains as noted on the 2013 FCAT 2.0 administration, was Reporting Category 2: Reading Application, due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B8.S1 Students will engrain the practice of justifying answers by going back to the text for support. Teachers will use graphic organizers to see patterns and summarize the main points.

Action Step 1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTTS/Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Harcourt Brace (grades 3-5) and MacDougal Littell Literature Series (Grades 6-8), quizzes, and Interim Assessments.

G1.B9 The area of deficiency for students not making learning gains in the lowest 25% as noted on the 2013 FCAT 2.0 administration, was Reporting Category 1: Vocabulary.

G1.B9.S1 Teachers will provide a variety of instructional strategies and activities that include vocabulary word maps, concept maps, word walls, personal dictionaries, instruction in shades of meaning and context, affix or root words, reading from a wide variety of texts.

Action Step 1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Earnestine Ross and Mercy MacDowell

Participants:

Reading/Language Arts Teachers

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Harcourt Brace (grades 3-5) and MacDougal Littell Literature Series (Grades 6-8), quizzes, and Interim Assessments.

G1.B10 The area of deficiency for ELL students as noted on the 2013 CELLA administration in Listening/ Speaking, was speaking and listening in English.

G1.B10.S1 During instruction, students will be provided with opportunities to listen and to read alouds and think alouds and to participate in reader's theatre.

Action Step 1

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Observation logs and rubrics utilized during instruction.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Teen Biz and Kid Biz reports

Plan to Monitor Effectiveness of G1.B10.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTTS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the 2014 CELLA

G1.B11 The area of deficiency for ELL students as noted on the 2013 CELLA administration in Reading, was Oral Reading and Fluency in English.

G1.B11.S1 Chunking will be utilized to improve students vocabulary development and fluency.

Action Step 1

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Informal observation log utilized during differentiated instruction and rubrics utilized during instruction.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes and tests from basal series.

Plan to Monitor Effectiveness of G1.B11.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Results of 2014 CELLA

G1.B12 The area of deficiency for ELL students as noted on the 2013 CELLA administration in Writing, was utilizing proper grammar and sentence structure in English.

G1.B12.S1 During instruction, students will be provided with guidance in developing and using graphic organizers and reading response logs.

Action Step 1

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Informal observation log utilized during differentiated instruction and rubrics utilized during instruction.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing samples and rubrics utilized during instruction.

Plan to Monitor Effectiveness of G1.B12.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Results of 2014 CELLA

G2. Increase 4th and 8th grade students' writing scores by 3% from 67% to 70%.

G2.B1 The area of deficiency for 4th grade students scoring at or above 3.5 as noted on the FCAT Writing 2013 administration, indicates that students require additional support with fluency, vocabulary development and support in expository and narrative writing.

G2.B1.S1 During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative language and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative, expository and persuasive writing prompts. Students will participate in small group guided instruction along with peer editing and revision. Select students participated in Saturday Writing Academy for 6 weeks with specific focus on writing components.

Action Step 1

Following the FCIM model, monthly writing samples will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing samples.

Facilitator:

Lois Lax and Mercy MacDowell (Writing Teachers)

Participants:

Writing Teachers

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

Following the FCIM model, monthly writing samples will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Samples and District Writing Assessments

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, monthly writing samples will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative/Summative Assessments-Monthly Writing Prompts, District Interim Writing Assessments and 2014 FCAT Writing Assessment.

G2.B2 The area of deficiency for 4th grade students scoring at or above 4.0 as noted on the FCAT Writing 2013 administration, indicates that students require additional support with fluency, vocabulary development and support in expository and narrative writing.

G2.B2.S1 Model effective writing, use mentor text, rubrics and anchor papers, incorporate sentence variety, writing conferences, and writing for a variety of audiences and purposes.

Action Step 1

Following the FCIM model, monthly writing samples will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Samples

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

Following the FCIM model, monthly writing samples will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Samples

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM model, monthly writing samples will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative/Summative Assessments- Monthly Writing Prompts and District Interim Writing Assessments

G2.B3 The area of deficiency for 8th grade students scoring at or above 3.5 as noted on the FCAT Writing 2013 administration, indicates that students require additional support with fluency, vocabulary development and support in expository and narrative writing.

G2.B3.S1 Use words and phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence. Peer editing was used with different groups of 8th graders as they focused on elaboration and details.

Action Step 1

Following the FCIM model, monthly writing samples will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Samples

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Following the FCIM model, monthly writing samples will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Samples

Plan to Monitor Effectiveness of G2.B3.S1

Following the FCIM model, monthly writing samples will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTTS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative/Summative Assessments- Monthly Writing Prompts and District Interim Writing Assessments.

G2.B4 The area of deficiency for 8th grade students scoring at or above 4.0 as noted on the FCAT Writing 2013 administration, indicates that students require additional support with fluency, vocabulary development and support in expository and narrative writing.

G2.B4.S1 Model effective writing, use mentor text, rubrics and anchor papers, incorporate sentence variety, writing conferences, and writing for a variety of audiences and purposes.

Action Step 1

Following the FCIM model, monthly writing samples will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Samples

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Following the FCIM model, monthly writing samples will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Writing Samples

Plan to Monitor Effectiveness of G2.B4.S1

Following the FCIM model, monthly writing samples will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative/Summative Assessments- Monthly Writing Prompts and District Interim Writing Assessments.

G3. Increase student scores for the 2014 FCAT 2.0 Mathematics Assessment by 8% from 80% to 88%.

G3.B1 The ELL subpopulation did not make their AMO for 2013. The area of deficiency noted on the 2013 FCAT 2.0 administration was Reporting Category-Number: Operations and Problems.

G3.B1.S1 Provide the opportunities to use patterns, models, and relationships as context for writing and solving simple equations. Differentiation instruction and intervention provided for identified students based on specific benchmarks.

Action Step 1

Students will have daily practice in reading, writing and solving word problems related to real world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and Interim Assessments.

Facilitator:

Julissa Perez (ELL Mathematics Teacher)

Participants:

Mathematics Teachers

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

Following the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Formative/Summative Assessments- Monthly Math Assessments and District Interim Math Assessments.

G3.B2 The SWD subpopulation did not make their AMO for 2013. The area of deficiency noted on the 2013 FCAT 2.0 administration was Reporting Category-Number: Base Ten and Fractions.

G3.B2.S1 Provide context for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Additional support was provided through small group intervention at least 3 times per week.

Action Step 1

Following the FCIM model, bi-weekly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and Interim Assessments.

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

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests and Interim Assessments.

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment-Go Math (Grades 3-5), Holt MacDougal (Grades 6-8) Summative Assessment: 2014 FCAT 2.0

G3.B3 According to the results of the 2013 FCAT 2.0, students in Levels 3-5 grades 3 (77%) & 4 (90%) experienced difficulty in Content Area Number: Operations, Problems and Statistics.

G3.B3.S1 Students will have daily practice in reading, writing and solving word problems related to real world situations.

Action Step 1

Following the FCIM model, bi-weekly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and Interim Assessments.

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

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests and Interim Assessments.

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment-Go Math (Grades 3-5), Holt MacDougal (Grades 6-8) Summative Assessment: 2014 FCAT 2.0

G3.B4 According to the results of the 2013 FCAT 2.0, students in Levels 3-5 grades 5 (70%) & 6 (72%) experienced difficulty in Content Area Geometry and Measurement.

G3.B4.S1 Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

Action Step 1

Following the FCIM model, bi-weekly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and Interim Assessments.

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

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests and Interim Assessments.

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment-Go Math (Grades 3-5), Holt MacDougal (Grades 6-8) Summative Assessment: 2014 FCAT 2.0

G3.B5 According to the results of the 2013 FCAT 2.0, students in Levels 3-5 grade 7 (81%) experienced difficulty in Content Area Statistics and Probability.

G3.B5.S1 Develop students' ability to make sense of real world problems by constructing and analyzing graphs and making appropriate generalizations from reasonable population samples.

Action Step 1

Following the FCIM model, bi-weekly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and Interim Assessments.

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

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests and Interim Assessments.

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment-Go Math (Grades 3-5), Holt MacDougal (Grades 6-8) Summative Assessment: 2014 FCAT 2.0

G3.B6 According to the results of the 2013 FCAT 2.0, students in Levels 3-5 grade 8 (70%) experienced difficulty in Content Area Geometry and Measurement.

G3.B6.S1 Provide students opportunities to utilize problem solving strategies by implementing discovery based learning activities to develop meaning and conceptual understanding in the areas of Geometry and Measurement.

Action Step 1

Following the FCIM model, bi-weekly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and Interim Assessments.

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

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests and Interim Assessments.

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment-Go Math (Grades 3-5), Holt MacDougal (Grades 6-8) Summative Assessment: 2014 FCAT 2.0

G3.B7 The area of deficiency for students not making learning gains as noted on the 2013 FCAT 2.0 administration, was Reporting Category Geometry and Measurement.

G3.B7.S1 Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities with the concepts of Geometry and Measurement.

Action Step 1

Following the FCIM model, bi-weekly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and Interim Assessments.

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

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests and Interim Assessments.

Plan to Monitor Effectiveness of G3.B7.S1

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment-Go Math (Grades 3-5), Holt MacDougal (Grades 6-8) Summative Assessment: 2014 FCAT 2.0

G3.B8 The area of deficiency for students in the lowest 25% not making learning gains as noted on the 2013 FCAT 2.0 administration, was Reporting Category Number: Base Ten and Fractions.

G3.B8.S1 Provide opportunities for students to identify an equivalent fraction when the given fraction in its simplest form.

Action Step 1

Following the FCIM model, bi-weekly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and Interim Assessments.

Facilitator:

Karen Berezdivin and Michael Moss (Mathematics Teachers)

Participants:

Mathematics Teachers

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

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests and Interim Assessments.

Plan to Monitor Effectiveness of G3.B8.S1

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment-Go Math (Grades 3-5), Holt MacDougal (Grades 6-8) Summative Assessment: 2014 FCAT 2.0

G4. Increase Middle School Acceleration participation 5% points from 52% to 57%.

G4.B1 Of the eligible 106 students scoring an achievement level of 3 and above on the 2012 FCAT 2.0 assessment, only 52% (54) of our students participated in the 2013 EOC for Middle School Acceleration.

G4.B1.S1 Teachers and administrators will broaden the recruitment of children that are eligible to participate in the 2014 Algebra and Geometry EOCs.

Action Step 1

Following the FCIM model, bi-weekly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and Interim Assessments.

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

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests and Interim Assessments.

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment- Holt MacDougal (Grades 6-8) Summative Assessment: 2014 Algebra and Geometry EOCs.

G4.B2 Of the 54 students that participated in the EOCs, 100% achieved a level of 3 or above.

G4.B2.S1 Continue motivation and rigor in mathematical applications to sustain 100% performance on the 2014 Middle School Acceleration EOCs.

Action Step 1

Following the FCIM model, bi-weekly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and Interim Assessments.

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

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests and Interim Assessments.

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment- Holt MacDougal (Grades 6-8) Summative Assessment: 2014 Algebra and Geometry EOCs.

G5. Maintain 100% of students performing at a level 3 or above on the 2014 Algebra I EOC.

G5.B1 Students scoring at achievement level 3 on the 2013 Algebra EOC, experienced difficulty in solving multi-step equations, especially identifying the correct operation for each step. According the 2013 Algebra EOC, students had the most difficulty with linear equations and inequalities.

G5.B1.S1 Students need additional opportunities to identify operations in different types of real world problems. Identify multiple examples of real world, multi-step problems and scaffolding support to students as needed.

Action Step 1

Following the FCIM model, bi-weekly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and Interim Assessments.

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

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests and Interim Assessments.

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, monthly math assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment- Holt MacDougal (Grades 6-8) Summative Assessment: 2014 Algebra EOC.

G6. All 5th grade students will show an increase of 4% on the 2014 FCAT Science Assessment from 58% to 62%.

G6.B1 Limited evidence of student artifacts and laboratory reports reflecting grade 5 Physical Science content. As noted on the 2013 FCAT 2.0, students scoring at achievement level 3, had difficulty in Reporting Category, Physical Science.

G6.B1.S1 Students will increase rigor in their writing based on hands-on activities and lab reports with particular emphasis on Physical Science. They will use evidence and reasoning to support conclusions in science journals and laboratory investigations as delineated by the Common Core Standards. Journals will be utilized daily to explore current issues in science. Students will be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion. Incorporate instructional technology resources into the classroom Gizmos and FCAT Explorer.

Action Step 1

Following the FCIM model, bi-weekly assessment data report will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, and Interim Assessments

Facilitator:

Christie Cendoya, 5th Grade Science Coach

Participants:

Science Elementary Teachers

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

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, and Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment-District Interim Assessments and 2014 FCAT Science Assessment

G6.B1.S2 Students will be identified in small groups by benchmarks and intervention will be provided in the form of tutoring, individual small group instruction, and science hands-on camps.

Action Step 1

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers and Interventionists

Target Dates or Schedule

Weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Quizzes/tests and Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S2

Following the FCIM model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments-Go Math (Grades 3-5), Hot MacDougal (Grades 6-8) Summative Assessment 2014 FCAT 2.0

G7. All 8th grade students will show an increase of 3% on the 2014 FCAT Science Assessment from 70% to 73%.

G7.B1 According to the results of the 2013 FCAT 2.0, students in Grade 8 experienced difficulty in content area Physical Science due to limited exposure to science content from grades K-8.

G7.B1.S1 Students will be given the opportunity to be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion through hands-on experiments and science journals and Gizmos.

Action Step 1

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed. The science teacher and Leadership Literacy Team will review lab journals and conclusions at monthly grade level meetings.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and Interim Assessments

Facilitator:

Silvia Mayorga and Kerlyn Prada, Middle School Science Facilitators

Participants:

Middle School and 5th Grade Science Teachers

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

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, and Interim Assessments

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Quizzes, tests, and Interim Assessments

G9. Increase student participation in Science, Technology, Engineering and Mathematics, STEM Program/ activities from 71% to 73%.

G9.B1 In order to emphasize/engage students in the problem solving process, we need to increase the number of Project Based Learning activities (Science Fair, UF Junior Engineering and Humanities Symposium, Fairchild Challenge, Robotics elective, and SECME).

G9.B1.S1 We will establish a plan and timeline for the development of additional field trips, experiments, and projects (Academy Days) related to STEM.

Action Step 1

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed. Teacher participation in competitions, UF Science, Engineering and Humanities Symposium and hands on experiments will be monitored.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Surveys and collaborative meetings

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

Following the FCIM model, monthly collaborative meeting information will be shared among staff and new community partnerships formed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Surveys, Needs assessments

Plan to Monitor Effectiveness of G9.B1.S1

Following the FCIM model, monthly meeting survey data and results will be analyzed and shared.

Person or Persons Responsible

STEM Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Surveys, minutes of meeting and logs

G10. Identify 1 teacher to become industry certified for Career and Technical Education (CTE).

G10.B1 Currently, there are no teachers industry certified due to limited opportunities for such certification, funding, and equipment to provide such a course for a very small number of students in a K-8 Center.

G10.B1.S1 Communicate the different opportunities to become industry certified and identify a course that would meet the needs of our students.

Action Step 1

Research different CTE options and share the information with interested teachers and students.

Person or Persons Responsible

Middle School Teachers/ Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Research logs Curriculum Bulletin

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

Review minutes of meetings on a quarterly basis.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Minutes Suggestions and Ideas

Plan to Monitor Effectiveness of G10.B1.S1

Invite speakers and other schools that have specific CTE programs.

Person or Persons Responsible

PD Liaison

Target Dates or Schedule

Twice a Year

Evidence of Completion

Pamphlets and information provided

G10.B2 Students need to be informed and advised on industry certification classes.

G10.B2.S1 Promote student development of certification goals and student awareness of industry certification classes and timeliness.

Action Step 1

Industry certification through registered career-themed courses.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Industry Certification testing.

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

Following industry certification standards monthly assessment data report will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Industry Certification testing.

Plan to Monitor Effectiveness of G10.B2.S1

Following industry certification standards monthly assessment data report will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessment: Summative assessment: 2014 career industry certification testing

G11. Students in grade 7 will improve their knowledge of the Origins and Purposes of Law and Government and Roles, Rights, and Responsibilities by 4% from 51% to 55% on the 2014 Civics EOC.

G11.B1 Upon completion of the District Baseline Assessment and review of course benchmarks, it has been determined that students have difficulty transferring writing and language arts skills to the content area.

G11.B1.S1 Provide opportunities for students to develop civics vocabulary using word walls and writing opportunities.

Action Step 1

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Quizzes, tests, and Interim Assessments

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

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, test and Interim Assessments

Plan to Monitor Effectiveness of G11.B1.S1

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, and District Interim Assessments

G11.B2 Upon completion of the District Baseline Assessment and review of course benchmarks, it has been determined that students have limited understanding and knowledge of the Origins and Purposes of Law and Government and Roles, Rights, and Responsibilities.

G11.B2.S1 Provide activities that allow students to interpret primary and secondary sources of information, using multi-media sources to examine opposing points of view relating to Origins and Purposes of Law and Government and Roles, Rights, and Responsibilities. Additional opportunities to respond to questions dealing specifically with Origins and Purposes of Law and Government Roles, Rights, and Responsibilities identifying text evidence to support answers are provided.

Action Step 1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, and District Interim Assessments

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, and District Interim Assessments

Plan to Monitor Effectiveness of G11.B2.S1

Following the FCIM model, monthly assessment data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, tests, and District Interim Assessments

G12. Student academic development is correlated to student attendance, retention, and student behavior. We will increase student attendance by 1%, decrease behavioral referrals and suspensions by 1%, and student course failures by 3%.

G12.B1 According to MDCPS attendance records, 7% (91) of our students missed 10% or more of available instructional time.

G12.B1.S1 Students who are deemed as developing a pattern of non-attendance have been referred to the MTSS/ RtI team. Students have been referred to the counselor for attendance strategies and monitoring. Parents have been contacted and Behavioral/Academic Contracts created and signed.

Action Step 1

Following the FCIM model, monthly attendance data will be reviewed and communication of poor attendance will be communicated to counselors and administration.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Referrals, teacher communications, parent communications, and meeting minutes

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

Following the FCIM model, monthly attendance data will be reviewed and communication of poor attendance will be communicated to counselors and administration.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Referrals, teacher communications, parent communications, and meeting minutes

Plan to Monitor Effectiveness of G12.B1.S1

Following the FCIM model, monthly attendance data will be reviewed and communication of poor attendance will be communicated to counselors and administration.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Referrals, teacher communications, parent communications, and meeting minutes

G12.B2 According to MDCPS academic records, 3% (12) students failed courses in Math, English/ Language Arts, or two or more courses.

G12.B2.S1 Before/After School Tutoring sessions will be created to meet the academic needs of identified students. An increase in after school tutoring, AVID Tutoring, and Saturday Academy opportunities have been provided to identified students as needed.

Action Step 1

Following the FCIM model, monthly academic data will be reviewed and communication of poor academic performance will be communicated to administration and social worker.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Academic Grades, teacher referrals, and Request for Assistance

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

Following the FCIM model, monthly academic data will be reviewed and communication of poor academic performance will be communicated to administration and social worker.

Person or Persons Responsible

Teacher/Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Academic Records, Referrals, Social History, SST Documentations

Plan to Monitor Effectiveness of G12.B2.S1

Following the FCIM model, monthly academic data will be reviewed and communication of poor academic performance will be communicated to administration and social worker.

Person or Persons Responsible

Teacher/Counselor/MTS/Rtl

Target Dates or Schedule

Monthly

Evidence of Completion

Academic Records, Referrals, Social History, SST Documentations

G12.B3 According to MDCPS Student Case management referral records, 8% (101) students received 2 or more behavior referrals.

G12.B3.S1 Monitor and analyze behavioral/referral data.

Action Step 1

Following the FCIM model, monthly behavioral/Student Case Management data and referrals will be reviewed and communication with parents and social worker will be established.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Referrals, teacher communications, parent communications, and meeting minutes

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

Following the FCIM model, monthly behavioral/Student Case Management data and referrals will be reviewed and communication with parents and social worker will be established.

Person or Persons Responsible

Teacher/CSI Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Referrals, teacher communications, parent communications, and meeting minutes

Plan to Monitor Effectiveness of G12.B3.S1

Following the FCIM model, monthly behavioral/Student Case Management data and referrals will be reviewed and communication with parents and social worker will be established.

Person or Persons Responsible

Teacher/Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Referrals, teacher communications, parent communications, and meeting minutes

G13. Increase school wide parental involvement by 4% from 69% to 73%.

G13.B1 According to the schools' records for the year 2012 -2013, parent involvement was approximately 69% totaling 862 parents. For the 2013-2014 school year, parental involvement will be increased by 4% totaling 954 parents.

G13.B1.S1 Parents will be afforded opportunities to attend in-house workshops and activities: Bobcat Pride Student-of-the-Month Program, Super Bobcats Student-of-the-Week Program, Do The Right Thing Program, New Parent Orientation, Middle School Parent Transition Orientation, Volunteer Orientation, Musical Winter and Spring Shows, Fine Arts Night, Community/School/Parent Resource Fair, Annual School Carnival, Career Exploration Presentations, Faculty Follies, Islands Beach Bash, and FCAT Preparedness. New programs will be initiated: Listeners/Oyentes Program, Canine Assisted Therapy Readers Program, Testing and Home Learning Preparedness Workshops, Informed Families Presentations, Pediatric Psychology Associates Professional Presentation elements.

Action Step 1

Following the FCIM model, monthly sign in logs will be monitored and additional strategies and activities will be initiated to increase parental participation.

Person or Persons Responsible

Teachers/Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in Logs

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

Following the FCIM model, quarterly sign in logs will be reviewed and activities adjusted.

Person or Persons Responsible

PTA/LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign in logs

Plan to Monitor Effectiveness of G13.B1.S1

Following the FCIM model, quarterly sign in logs and activity calendar will be adjusted as needed.

Person or Persons Responsible

PTA/LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign in logs and Calendar of school-wide events.

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

Close monitoring and supervision of IEPs, EPs, ELL records, VPK and Title III grant funding will be shown when ensuring compliance of all documents as required by the federal, state, and district mandates. Federally funded programs include: Special Education classes serviced within Inclusion models, Gifted services provided within self-contained Gifted classrooms, second-language acquisition provided to ELL students in self-contained classrooms as well as small-group pull-out classes (ELL resource teacher or language tutor for languages other than Spanish), and individual/small-group therapy (speech/language, occupational, and/or physical). Individual students that meet eligibility criteria also receive additional support in the form of paraprofessional and/or nursing services. The Title III Grant offered focuses on providing content-specific tutoring to ELL students in the areas of Reading and Mathematics. Principal will ensure 100% compliance with all mandates and establish mini-audits to check proper procedures. A system of checks and balances will be institutionalized to properly establish systemic procedures.

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 will show an increase of 8% in Reading from 76% to 84%.

G1.B1 The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration, as Reporting Category 1: Vocabulary, due to limited command of the English language and Category 2: Reading Application, due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B1.S1 Students will be afforded opportunities to work on a variety of activities in a small group setting that will help them determine the meanings of words and phrases as they are used in a text to strengthen their general knowledge of words, word relationships, and multiple meanings of words. Additionally, tutoring intervention with specific benchmark instruction has been implemented.

PD Opportunity 1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Facilitator

Josefa Costa, ELL Resource Teacher

Participants

ELL Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student work and site-generated assessments including benchmarks.

G1.B9 The area of deficiency for students not making learning gains in the lowest 25% as noted on the 2013 FCAT 2.0 administration, was Reporting Category 1: Vocabulary.

G1.B9.S1 Teachers will provide a variety of instructional strategies and activities that include vocabulary word maps, concept maps, word walls, personal dictionaries, instruction in shades of meaning and context, affix or root words, reading from a wide variety of texts.

PD Opportunity 1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Facilitator

Earnestine Ross and Mercy MacDowell

Participants

Reading/Language Arts Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G2. Increase 4th and 8th grade students' writing scores by 3% from 67% to 70%.

G2.B1 The area of deficiency for 4th grade students scoring at or above 3.5 as noted on the FCAT Writing 2013 administration, indicates that students require additional support with fluency, vocabulary development and support in expository and narrative writing.

G2.B1.S1 During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative language and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative, expository and persuasive writing prompts. Students will participate in small group guided instruction along with peer editing and revision. Select students participated in Saturday Writing Academy for 6 weeks with specific focus on writing components.

PD Opportunity 1

Following the FCIM model, monthly writing samples will be reviewed and instruction will be adjusted as needed.

Facilitator

Lois Lax and Mercy MacDowell (Writing Teachers)

Participants

Writing Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly writing samples.

G3. Increase student scores for the 2014 FCAT 2.0 Mathematics Assessment by 8% from 80% to 88%.

G3.B1 The ELL subpopulation did not make their AMO for 2013. The area of deficiency noted on the 2013 FCAT 2.0 administration was Reporting Category-Number: Operations and Problems.

G3.B1.S1 Provide the opportunities to use patterns, models, and relationships as context for writing and solving simple equations. Differentiation instruction and intervention provided for identified students based on specific benchmarks.

PD Opportunity 1

Students will have daily practice in reading, writing and solving word problems related to real world situations.

Facilitator

Julissa Perez (ELL Mathematics Teacher)

Participants

Mathematics Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and Interim Assessments.

G3.B8 The area of deficiency for students in the lowest 25% not making learning gains as noted on the 2013 FCAT 2.0 administration, was Reporting Category Number: Base Ten and Fractions.

G3.B8.S1 Provide opportunities for students to identify an equivalent fraction when the given fraction in its simplest form.

PD Opportunity 1

Following the FCIM model, bi-weekly math assessments will be reviewed and instruction will be adjusted as needed.

Facilitator

Karen Berezdivin and Michael Moss (Mathematics Teachers)

Participants

Mathematics Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and Interim Assessments.

G6. All 5th grade students will show an increase of 4% on the 2014 FCAT Science Assessment from 58% to 62%.

G6.B1 Limited evidence of student artifacts and laboratory reports reflecting grade 5 Physical Science content. As noted on the 2013 FCAT 2.0, students scoring at achievement level 3, had difficulty in Reporting Category, Physical Science.

G6.B1.S1 Students will increase rigor in their writing based on hands-on activities and lab reports with particular emphasis on Physical Science. They will use evidence and reasoning to support conclusions in science journals and laboratory investigations as delineated by the Common Core Standards. Journals will be utilized daily to explore current issues in science. Students will be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion. Incorporate instructional technology resources into the classroom Gizmos and FCAT Explorer.

PD Opportunity 1

Following the FCIM model, bi-weekly assessment data report will be reviewed and instruction adjusted as needed.

Facilitator

Christie Cendoya, 5th Grade Science Coach

Participants

Science Elementary Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, and Interim Assessments

G7. All 8th grade students will show an increase of 3% on the 2014 FCAT Science Assessment from 70% to 73%.

G7.B1 According to the results of the 2013 FCAT 2.0, students in Grade 8 experienced difficulty in content area Physical Science due to limited exposure to science content from grades K-8.

G7.B1.S1 Students will be given the opportunity to be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion through hands-on experiments and science journals and Gizmos.

PD Opportunity 1

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed. The science teacher and Leadership Literacy Team will review lab journals and conclusions at monthly grade level meetings.

Facilitator

Silvia Mayorga and Kerlyn Prada, Middle School Science Facilitators

Participants

Middle School and 5th Grade Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, tests, and Interim Assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All students will show an increase of 8% in Reading from 76% to 84%.	\$9,000
G2.	Increase 4th and 8th grade students' writing scores by 3% from 67% to 70%.	\$4,000
G3.	Increase student scores for the 2014 FCAT 2.0 Mathematics Assessment by 8% from 80% to 88%.	\$14,000
G6.	All 5th grade students will show an increase of 4% on the 2014 FCAT Science Assessment from 58% to 62%.	\$1,000
G7.	All 8th grade students will show an increase of 3% on the 2014 FCAT Science Assessment from 70% to 73%.	\$1,000
Total		\$29,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
EESAC and Donation from the Shepard Broad Foundation.	\$2,000	\$2,000
EESAC and Donation from the Shepard Broad Foundation	\$7,000	\$7,000
SAC funds and Broad Foundation Donation	\$5,000	\$5,000
SAC and Broad Foundation Donation	\$7,000	\$7,000
EESAC and Donation from Shepard Broad Foundation	\$7,000	\$7,000
SAC, PTA, and Broad Foundation Donation	\$1,000	\$1,000
Total	\$29,000	\$29,000

Budget Details

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

G1. All students will show an increase of 8% in Reading from 76% to 84%.

G1.B1 The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration, as Reporting Category 1: Vocabulary, due to limited command of the English language and Category 2: Reading Application, due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B1.S1 Students will be afforded opportunities to work on a variety of activities in a small group setting that will help them determine the meanings of words and phrases as they are used in a text to strengthen their general knowledge of words, word relationships, and multiple meanings of words. Additionally, tutoring intervention with specific benchmark instruction has been implemented.

Action Step 1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Resource Type

Personnel

Resource

Tutoring Before/After School

Funding Source

EESAC and Donation from the Shepard Broad Foundation.

Amount Needed

\$2,000

G1.B9 The area of deficiency for students not making learning gains in the lowest 25% as noted on the 2013 FCAT 2.0 administration, was Reporting Category 1: Vocabulary.

G1.B9.S1 Teachers will provide a variety of instructional strategies and activities that include vocabulary word maps, concept maps, word walls, personal dictionaries, instruction in shades of meaning and context, affix or root words, reading from a wide variety of texts.

Action Step 1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Resource Type

Personnel

Resource

Before/After School Tutoring

Funding Source

EESAC and Donation from the Shepard Broad Foundation

Amount Needed

\$7,000

G2. Increase 4th and 8th grade students' writing scores by 3% from 67% to 70%.

G2.B1 The area of deficiency for 4th grade students scoring at or above 3.5 as noted on the FCAT Writing 2013 administration, indicates that students require additional support with fluency, vocabulary development and support in expository and narrative writing.

G2.B1.S1 During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative language and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative, expository and persuasive writing prompts. Students will participate in small group guided instruction along with peer editing and revision. Select students participated in Saturday Writing Academy for 6 weeks with specific focus on writing components.

Action Step 1

Following the FCIM model, monthly writing samples will be reviewed and instruction will be adjusted as needed.

Resource Type

Personnel

Resource

Before/After School Tutoring

Funding Source

SAC funds and Broad Foundation Donation

Amount Needed

\$4,000

G3. Increase student scores for the 2014 FCAT 2.0 Mathematics Assessment by 8% from 80% to 88%.

G3.B1 The ELL subpopulation did not make their AMO for 2013. The area of deficiency noted on the 2013 FCAT 2.0 administration was Reporting Category-Number: Operations and Problems.

G3.B1.S1 Provide the opportunities to use patterns, models, and relationships as context for writing and solving simple equations. Differentiation instruction and intervention provided for identified students based on specific benchmarks.

Action Step 1

Students will have daily practice in reading, writing and solving word problems related to real world situations.

Resource Type

Personnel

Resource

Before/After School Tutoring

Funding Source

SAC and Broad Foundation Donation

Amount Needed

\$7,000

G3.B8 The area of deficiency for students in the lowest 25% not making learning gains as noted on the 2013 FCAT 2.0 administration, was Reporting Category Number: Base Ten and Fractions.

G3.B8.S1 Provide opportunities for students to identify an equivalent fraction when the given fraction in its simplest form.

Action Step 1

Following the FCIM model, bi-weekly math assessments will be reviewed and instruction will be adjusted as needed.

Resource Type

Personnel

Resource

Before/After School Tutoring

Funding Source

EESAC and Donation from Shepard Broad Foundation

Amount Needed

\$7,000

G6. All 5th grade students will show an increase of 4% on the 2014 FCAT Science Assessment from 58% to 62%.

G6.B1 Limited evidence of student artifacts and laboratory reports reflecting grade 5 Physical Science content. As noted on the 2013 FCAT 2.0, students scoring at achievement level 3, had difficulty in Reporting Category, Physical Science.

G6.B1.S1 Students will increase rigor in their writing based on hands-on activities and lab reports with particular emphasis on Physical Science. They will use evidence and reasoning to support conclusions in science journals and laboratory investigations as delineated by the Common Core Standards. Journals will be utilized daily to explore current issues in science. Students will be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion. Incorporate instructional technology resources into the classroom Gizmos and FCAT Explorer.

Action Step 1

Following the FCIM model, bi-weekly assessment data report will be reviewed and instruction adjusted as needed.

Resource Type

Personnel

Resource

Before/After School Tutoring/ Experimentation

Funding Source

SAC funds and Broad Foundation Donation

Amount Needed

\$1,000

G7. All 8th grade students will show an increase of 3% on the 2014 FCAT Science Assessment from 70% to 73%.

G7.B1 According to the results of the 2013 FCAT 2.0, students in Grade 8 experienced difficulty in content area Physical Science due to limited exposure to science content from grades K-8.

G7.B1.S1 Students will be given the opportunity to be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force and motion through hands-on experiments and science journals and Gizmos.

Action Step 1

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed. The science teacher and Leadership Literacy Team will review lab journals and conclusions at monthly grade level meetings.

Resource Type

Personnel

Resource

Before/After School Tutoring and small group instruction

Funding Source

SAC, PTA, and Broad Foundation Donation

Amount Needed

\$1,000