

## 2013-2014 SCHOOL IMPROVEMENT PLAN

Ben Gamla Charter School  
11155 SW 112TH AVE  
Miami, FL 33176  
305-596-6266

### School Demographics

<b>School Type</b> Combination School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 34%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 63%

### School Grades History

<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b>
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### SIP Authority and Template

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

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

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

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## **Purpose and Outline of the SIP**

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

### **Part I: Current School Status**

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

### **Part II: Expected Improvements**

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

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

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

### **Part III: Coordination and Integration**

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

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

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

### **Appendix 2: Budget to Support Goals**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Ben Gamla Charter School

##### Principal

Debra Klein / Jose Baca

##### School Advisory Council chair

Anais Pulido

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

Name	Title
Lee Binder	Director
Anais Pulido	Teacher
Myra Matters	Teacher
Alina Preshong	Teacher

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Teachers – 2, Business Community Representative – 1, Educational Support Employee – 2, Students – 2, Parents – 3, Principal – 1

#### Involvement of the SAC in the development of the SIP

SAC meets four times a year where we discuss and review the SIP, Data, and School Performance. Members discuss what is the best plan of action to improve students achievement and school performance.

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

The EESAC shall be the sole body responsible for final decision making at the school relating to implementation of the State system of school improvement and accountability. Therefore during each SAC meeting we begin by evaluating the SIP and school data. We decide what must be targeted and worked on by the following meeting. All suggestions and recommendations are heard and discussed. We make necessary accommodations for items that must be monitored and improved upon.

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

The SAC team uses funds for professional development and after school tutoring stipends for the teachers.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Debra Klein / Jose Baca**

Principal

Years as Administrator: 7

Years at Current School: 3

**Credentials**

BA- Elementary Education

MS – Educational Leadership Elementary Education K-6

**Performance Record**

2013 – School Grade A

Rdg. Proficiency, 75%

Math Proficiency, 65%

Rdg. Lrg. Gains, 74%

Math Lrg. Gains, 74%

Rdg. Imp. of Lowest 25%, 74%

Math Imp. of Lowest 25%, 74%

Rdg. AMO, --

Math AMO, --

2012 – School Grade A

Rdg. Proficiency, 82%

Math Proficiency, 72%

Rdg. Lrg. Gains, 77%

Math Lrg. Gains, 65%

Rdg. Imp. of Lowest 25%, 77%

Math Imp. of Lowest 25%, 65%

Rdg. AMO, --

Math AMO, --

2011 - School Grade N/A

Rdg. Proficiency, N/A

Math Proficiency, N/A

Rdg. Lrg. Gains, N/A

Math Lrg. Gains, N/A

Rdg. Imp. of Lowest 25%, N/A

Math Imp. of Lowest 25%, N/A

2010 - School Grade C

Rdg. Proficiency, 32

Math Proficiency, 65

Rdg. Lrg. Gains, 44

Math Lrg. Gains, 75

Rdg. Imp. of Lowest 25%, 39

Math Imp. of Lowest 25%, 73

2009 - School Grade A

Rdg. Proficiency, 79

Math Proficiency, 83

Rdg. Lrg. Gains, 71

Math Lrg. Gains, 79

Rdg. Imp. of Lowest 25%, 72

Math Imp. of Lowest 25%, 79





**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

**Classroom Teachers**

**# of classroom teachers**

16

**# receiving effective rating or higher**

13, 81%

**# Highly Qualified Teachers**

81%

**# certified in-field**

13, 81%

**# ESOL endorsed**

5, 31%

**# reading endorsed**

3, 19%

**# with advanced degrees**

3, 19%

**# National Board Certified**

0, 0%

**# first-year teachers**

3, 19%

**# with 1-5 years of experience**

8, 50%

**# with 6-14 years of experience**

2, 13%

**# with 15 or more years of experience**

4, 25%

**Education Paraprofessionals**

**# of paraprofessionals**

0

**# Highly Qualified**

0

## 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 school offers compensation and benefits equal to that of traditional public schools. The principal solicits referrals from current employees. The principal solicits referrals from administrative colleagues. The administrative team provides individualized support for all teachers. The administrative team attends job fairs at local colleges and universities. The administrative team focuses attention on retaining highly qualified teacher by offering them the individualized support, through a successful mentoring program, ensuring support from the school's parent teacher organization, open lines of communication, and professional development opportunities.

## 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

Our school ensures that beginning teachers are paired with experienced teachers within the same grade level to provides support and guidance on topics such as lesson planning, curriculum integration, and differentiated instruction. Currently the school has four new teachers on staff. A new kindergarten teacher is paired with an experienced kindergarten teacher. Their rooms are side by side in order for them to communicate and share resources. A new second grade teacher is also paired with an experienced second grade teacher. A new middle school science teacher is paired with last year's science teacher who is now teaching fifth grade. The experienced fifth grade teacher meets with the new teacher on a regular basis to discuss curriculum and review available resources. The fourth new teacher is a Hebrew Language teacher. She is paired with our current and experienced Hebrew Language teacher and they have common planning time.

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

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

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

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

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

#### Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

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

#### Tier 1 (Leadership Team)

- Administrator, Jose L. Baca, who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

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

- Special education personnel, Loraine Amat
- School psychologist, Luis Orta
- Member of advisory group, Anais Pulido, Myra Matters, Alina Preshong
- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically twice a year to review consensus, infrastructure, and implementation of building level MTSS.

#### Tier 2

The MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

## Tier 3 SST

The Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

#### Data Sources

##### Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- STAR reading assessment
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics measures
- Interim assessments
- State/Local Math and Science assessments
- FCAT

##### Student grades

- School site specific assessments

##### Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Attendance
- Functional Assessment
- Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida Rtl online training at providing a network of ongoing support for Rtl.

### **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:** 2,340

Teachers will identify students needing additional support and offer them after school tutoring 3 times a week for 60 mins starting January 6, 2014 through April 11, 2014.

**Strategy Purpose(s)**

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

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

Students are given a pre and post-test to by the teacher to measure the effectiveness of the tutoring program and to gauge what benchmarks need to be targeted. Teachers then do maintenance benchmark assessments to assure that each one is being mastered.

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

The school principal is responsible for the implementation of this program and that it is running successfully.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Jose L. Baca	Principal
Lee Binder	Director
Anais Pulido	Teacher
Myra Matters	Teacher
Alina Preshong	Teacher

**How the school-based LLT functions**

The literacy Leadership Team will meet throughout the school year on a monthly basis to discuss implementation of best practices, instructional strategies, intervention strategies, and development of peer professional development. The team will also focus on monitoring all students to ensure adequate progress on all yearly assessments. The data generated via the yearly assessments will be used to guide curriculum decisions to improve instruction. The meeting will also focus on the implementation of the Comprehensive Reading Plan throughout all intensive reading classes, standard curriculum classes and ELL instruction.

**Major initiatives of the LLT**

The principal will promote the RLT as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the RLT

- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement.

## Every Teacher Contributes to Reading Instruction

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

The teacher will attend professional developments in the areas of NG CAR-PD, Next Generation Content Area Reading. The teacher will continue to review and analyze data to drive individualized instruction.

## Preschool Transition

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

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

The school offers prospective parents an orientation of the school and academic programs in the summer prior to the beginning of school. Students are invited to attend and be part of a small lesson by the kindergarten teachers. Parents are given information regarding the enrollment/application process and explained the operations of the school. Once the students are registered there is also an Open House during the first nine weeks of school for the parents to revisit the classroom and learn about the school year's highlights.

## 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 as part of their normal course of study. Cross curricular integration allows for the students to see the relevance of what they are learning in each subject and how that relates to their future courses and in general.

### **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 school promotes academic and career planning by offering the students courses of interest as well as all of the required course work. The career planning component is met via the social studies classes. In alignment with the school's mission and vision all students receive Hebrew as their foreign language requirements.

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

The school implements strategies relevant to improving student readiness for post secondary level by determining which students are eligible to take advanced or high school level courses.

## 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	43%	75%	Yes	49%
American Indian				
Asian				
Black/African American				
Hispanic	33%	69%	Yes	40%
White	50%	84%	Yes	55%
English language learners				
Students with disabilities				
Economically disadvantaged	28%	75%	Yes	36%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	27%	49%
Students scoring at or above Achievement Level 4	50	46%	47%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

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

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	10	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		52%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		52%

**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.			

**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	16	76%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	65%	Yes	44%
American Indian				
Asian				
Black/African American				
Hispanic	67%	67%	Yes	70%
White	50%	60%	Yes	55%
English language learners				
Students with disabilities				
Economically disadvantaged	23%	45%	Yes	31%



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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	26%	29%
Students scoring at or above Achievement Level 4	39	37%	38%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

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

**Middle School Acceleration**

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

**Algebra I 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			

**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		[data excluded for privacy reasons]	34%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	43%

**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			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	249	100%	100%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	21	100%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	20%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	100%
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%	0%

**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	15	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	1	1%	1%
Students who are not proficient in reading by third grade	9	36%	32%
Students who receive two or more behavior referrals	2	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	2%	1%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	15	6%	5%
Students who fail a mathematics course	1	2%	1%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	2	1%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	5	2%	1%

## Area 9: Parent Involvement

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

### Parental involvement targets for the school

Parents will attend meetings with the teacher to discuss student academic progress and identify needs. Parents will also attend after school activities. Some of these activities include, assessment Information night, Internet safety, Access and use of the Parent Portal as a tool, Parent Teacher Organization meetings, and Open House.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Participation 2013-2014	249	95%	96%

## Area 10: Additional Targets

### Additional targets for the school

### Specific Additional Targets

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

- G1.** The school's goal is to reduce the percent of students who are truant, reduce the failure rate, and to reduce the number of referrals issued.
- G2.** CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.
- G3.** The results of the 2013 Civics Baseline Exam indicate that 5% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 15%.
- G4.** Our STEM goal for the 2013-2014 school year is to increase the number of STEM related experience for students.
- G5.** According to the 2012-2013 Writing FCAT 2.0 District Data, 58% of all students in 8th grade were proficient in the Writing. Our expected level of performance for the 2013-2014 Writing FCAT 2.0 is to increase proficiency of 8th graders from 58% to 62%.
- G6.** According the 2012-2013 Mathematics FCAT 2.0, 65% of all students were proficient in Mathematics. Our expected level of performance for the 2013-2014 Mathematics FCAT 2.0 is to increase the percent proficient from 65% to 66%.
- G7.** According to the 2012-2013 Science 2.0 FCAT, 74% of all 5th grade students were proficient in Science. Our expected level of performance for the 2013-2014 Science 2.0 FCAT is to increase the percent proficient from 74% to 77%.
- G8.** According to the 2012-2013 Writing FCAT 2.0, 76% of all students in 4th grade were proficient in the Writing. Our expected level of performance for the 2013-2014 Writing FCAT 2.0 is to increase proficiency of 4th grade students from 76% to 78%.
- G9.** The school's goal is to reduce the percent of students who are truant, reduce the failure rate, and to reduce the number of referrals issued.
- G10.** Our STEM goal for the 2013-2014 school year is to increase participation in STEM related experiences offered to students.
- G11.** During the 2012-2013 school year, parent participation was 95%. Our goal for the 2013-2014 schools is to increase to 96%.
- G12.** According to the 2012-2013 Science FCAT 2.0 District data, 43% of all 8th grade students were proficient in Science. Our expected level of performance for the 2013-2014 Science FCAT 2.0 is to increase the percent proficient from 43% to 49%.

- G13.** According to the 2012-2013 Reading FCAT 2.0, 75% of all students were proficient in the Reading. Our expected level of performance for the 2013-2014 Reading FCAT 2.0 is increase the percent proficient from 75% to 76%.

## Goals Detail

**G1.** The school's goal is to reduce the percent of students who are truant, reduce the failure rate, and to reduce the number of referrals issued.

### Targets Supported

- EWS
- EWS - Middle School

### Resources Available to Support the Goal

- Parent/Student Contract and Student Code of Conduct

### Targeted Barriers to Achieving the Goal

- Student truancy may be a result of a lack of understanding the importance of maintaining a good record of attendance.
- Student failure rate may be a result of a lack of support or needed additional resources at home.
- Students with 2 or more behavior referrals leading to suspension may be a result of a lack of consistent and applied approach to help manage misbehavior at home.

### Plan to Monitor Progress Toward the Goal

Code of Student Conduct and Parent/Student Handbook will be discussed and reviewed with parents and students in an effort to reduce the percent of students who are truant, reduce failure rate, and reduce the number or referrals issued.

### Person or Persons Responsible

The Administrative Team

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Attendance Bulletin showing a decrease in absences and suspension reports showing a reduction of suspensions.

**G2.** CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

### Targets Supported

- CTE

### Resources Available to Support the Goal

- CTE program state curriculum standards

### Targeted Barriers to Achieving the Goal

- CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–8

### Plan to Monitor Progress Toward the Goal

Have teachers attend PD opportunities for CTE courses.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

PD rosters and sign in sheets.

**G3.** The results of the 2013 Civics Baseline Exam indicate that 5% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 15%.

**Targets Supported**

- Social Studies
- Civics EOC

**Resources Available to Support the Goal**

- Content-specific vocabulary and problem solving and inquiry-based learning

**Targeted Barriers to Achieving the Goal**

- The area of deficiency as noted on the 2012 administration of the Civics Baseline Assessment are alignment of lesson plans to tested End of Course benchmarks

### Plan to Monitor Progress Toward the Goal

Review data from teacher made assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

**Person or Persons Responsible**

MTSS/Rtl Leadership Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Teacher-made assessments; 2014 Civics Spring Assessment

**G4.** Our STEM goal for the 2013-2014 school year is to increase the number of STEM related experience for students.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Science Fair

**Targeted Barriers to Achieving the Goal**

- Students may be limited to the participation on science related field trips, and/or after school science related activities.

**Plan to Monitor Progress Toward the Goal**

The school will increase the number of STEM related experience for students.

**Person or Persons Responsible**

The Administrative Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Participation in STEM related activities evidenced by rosters.

**G5.** According to the 2012-2013 Writing FCAT 2.0 District Data, 58% of all students in 8th grade were proficient in the Writing. Our expected level of performance for the 2013-2014 Writing FCAT 2.0 is to increase proficiency of 8th graders from 58% to 62%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- McGraw Reading/Writing Workshops, as well as Journeys Series.

**Targeted Barriers to Achieving the Goal**

- Students in Grade 8 scoring 3.5 or higher demonstrated deficiencies in the general knowledge of the writing process specifically sentence structure and conventions.



### Plan to Monitor Progress Toward the Goal

McGraw Hill reading/ writing workshop. Modeled lessons, Writing opportunities, conferencing with students to provide feedback, and monthly writing assessment.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Monthly writing assessments data, as well as completed writing prompts.

**G6.** According the 2012-2013 Mathematics FCAT 2.0, 65% of all students were proficient in Mathematics. Our expected level of performance for the 2013-2014 Mathematics FCAT 2.0 is to increase the percent proficient from 65% to 66%.

#### Targets Supported

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

#### Resources Available to Support the Goal

- GoMath/Curriculum Common Core GoMath

#### Targeted Barriers to Achieving the Goal

- Level 3 Based on the 2012-2013 Mathematics FCAT 2.0 administration, students achieving a level 3 on the FCAT, were deficient in number operations. Student's lack of prior knowledge in number operations impeded their ability to successfully solve problems.
- Levels 4-5 Based on the 2012-2013 Mathematics FCAT 2.0 administration, students achieving a level 4 and above on the FCAT, were deficient in fractions. Student's lack of prior knowledge in number operations impeded their ability to successfully solve problems with fractions.
- Learning Gains Based on the 2012-2013 Mathematics FCAT 2.0 administration, students made learning gains, were deficient in fractions. Student's lack of prior knowledge in number operations impeded their ability to successfully solve problems with fractions.
- Lowest 25% Based on the 2012-2013 Mathematics FCAT 2.0 administration, the lowest 25% of students, were deficient in fractions. Student's lack of prior knowledge in number operations impeded their ability to successfully solve problems with fractions.

### Plan to Monitor Progress Toward the Goal

The Leadership team will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success.

#### Person or Persons Responsible

The leadership team

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Online assessments, district benchmark assessments, FCAT explorer, FCAT testmaker.

**G7.** According to the 2012-2013 Science 2.0 FCAT, 74% of all 5th grade students were proficient in Science. Our expected level of performance for the 2013-2014 Science 2.0 FCAT is to increase the percent proficient from 74% to 77%.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Houghton Mifflin Science Fusion - Science Curriculum being utilized through all grades levels that focus the key concepts in science.

**Targeted Barriers to Achieving the Goal**

- Level 3 Based on the 2012-2013 Science FCAT 2.0 for 5th grade, students who achieved a level 3 demonstrated a lack of prior knowledge and exposure to the nature of science and were not able to make real-world connections.
- Levels 4-5 Based on the 2012-2013 Science FCAT 2.0 for 5th grade, students who achieved a level 4 or 5 demonstrated a lack of prior knowledge and exposure to the nature of science and were not able to make real-world connections.

**Plan to Monitor Progress Toward the Goal**

The Leadership team will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success.

**Person or Persons Responsible**

The Leadership Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Online assessments, district benchmark assessments, FCAT explorer

**G8.** According to the 2012-2013 Writing FCAT 2.0, 76% of all students in 4th grade were proficient in the Writing. Our expected level of performance for the 2013-2014 Writing FCAT 2.0 is to increase proficiency of 4th grade students from 76% to 78%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- McGraw Reading/Writing Workshops, as well as Journeys Series.

**Targeted Barriers to Achieving the Goal**

- Students in Grade 4 scoring 3.5 or higher demonstrated deficiencies in the general knowledge of the writing process specifically sentence structure and conventions.

## Plan to Monitor Progress Toward the Goal

The Leadership team will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success.

### Person or Persons Responsible

The Leadership Team

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Online assessments and district benchmark assessments

**G9.** The school's goal is to reduce the percent of students who are truant, reduce the failure rate, and to reduce the number of referrals issued.

### Targets Supported

- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Parent/Student Contract and Student Code of Conduct.

### Targeted Barriers to Achieving the Goal

- Student truancy may be a result of a lack of understanding the importance of maintaining a good record of attendance.
- Student retention rates may be a result of a lack of support or needed additional resources at home.
- Student Reading proficiency by grade 3 may be a result of a lack of a structured reading support network at home or a lack of Reading opportunities outside of school.
- Students with 2 or more behavior referrals leading to suspension may be a result of a lack of a consistent and applied approach to help manage misbehavior at home.

## Plan to Monitor Progress Toward the Goal

Code of Student Conduct

### Person or Persons Responsible

The Administrative Team

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

The signed copies of receipt of Code of Student Conduct and the attendance logs of parent workshops related to the topic.

**G10.** Our STEM goal for the 2013-2014 school year is to increase participation in STEM related experiences offered to students.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Science related books and resources.

**Targeted Barriers to Achieving the Goal**

- The limited access to science based resources for parents may limit the support students may have when participating in a STEM related activity.

**Plan to Monitor Progress Toward the Goal**

The Science Coach will select science based literature from the school's library.

**Person or Persons Responsible**

Science Teacher

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

The checking in and out of science based books.

**G11.** During the 2012-2013 school year, parent participation was 95%. Our goal for the 2013-2014 schools is to increase to 96%.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- To communicate events and opportunities to participate through email blast, school website host, and flyers.

**Targeted Barriers to Achieving the Goal**

- Parents may need to be informed of the variety of school activities to increase participation.

**Plan to Monitor Progress Toward the Goal**

Review sign in sheets to determine the number of parents attending school events.

**Person or Persons Responsible**

Parent Liaison, Teachers and Administrator

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Sign in sheets

**G12.** According to the 2012-2013 Science FCAT 2.0 District data, 43% of all 8th grade students were proficient in Science. Our expected level of performance for the 2013-2014 Science FCAT 2.0 is to increase the percent proficient from 43% to 49%.

**Targets Supported**

- Science
- Science - Middle School

**Resources Available to Support the Goal**

- Houghton Mifflin Science Fusion - Science Curriculum being utilized through all grades levels that focus the key concepts in science.

**Targeted Barriers to Achieving the Goal**

- Level 3 Based on the 2012-2013 Science FCAT 2.0 for 8th grade based on District data, students who achieved a level 3 demonstrated a lack of knowledge and exposure to the nature of science and were not able to make real-world connections.
- Levels 4-5 Based on the 2012-2013 Science FCAT 2.0 for 8th grade based on District data, students who achieved a level 4 or 5 demonstrated and exposure to the nature of science and were not able to make real-world connections.

**Plan to Monitor Progress Toward the Goal**

They will implement all resources, activities and assessments to increase student academic success.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Science investigation bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, and 2013-2014 Science FCAT 2.0.

**G13.** According to the 2012-2013 Reading FCAT 2.0, 75% of all students were proficient in the Reading. Our expected level of performance for the 2013-2014 Reading FCAT 2.0 is increase the percent proficient from 75% to 76%.

**Targets Supported**

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

**Resources Available to Support the Goal**

- 

**Targeted Barriers to Achieving the Goal**

- Level 3 Student's performance data from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2- Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.
- Level 4-5 Student's performance data from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting category 3; explain and identify the purpose of text features. Students experienced difficulty in comparing and contrast stories in the same genre (e.g, mysteries and adventure stories) on their approaches to similar themes and topics.
- Learning Gains Student's performance data from the 2013 Reading FCAT 2.0 indicates that students who made learning gains are deficient in Reporting Category 2- Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.
- Lowest 25% Student's performance data from the 2013 Reading FCAT 2.0 indicates that the lowest 25% of students displayed deficiency in Reporting Category 2- Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.
- Students who took the 2013 CELLA showed deficiency in Speaking and in Listening.
- Students who took the 2013 CELLA showed deficiency in Reading.
- Students who took the 2013 CELLA showed deficiency in Writing.

**Plan to Monitor Progress Toward the Goal**

Interim Assessments STAR Reports Teacher Made Assessments

**Person or Persons Responsible**

The LLT

**Target Dates or Schedule:**

Monthly and Quarterly

**Evidence of Completion:**

Summative Assessments: 2014 FCAT 2.0

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The school's goal is to reduce the percent of students who are truant, reduce the failure rate, and to reduce the number of referrals issued.

**G1.B1** Student truancy may be a result of a lack of understanding the importance of maintaining a good record of attendance.

**G1.B1.S1** Behavior management plans provide clear understanding of school policies and the management of student behavior and implementation of the Student Code of Conduct and its correlation to maintaining a good record of attendance.

### Action Step 1

Code of Student Conduct and Parent/Student Handbook will be discussed and reviewed with parents and students in an effort to reduce the percent of students who are truant, reduce failure rate, and reduce the number of referrals issued.

#### Person or Persons Responsible

The Administrative Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Review of Suspension Reports, Attendance Bulletin, Academic Progress.

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

Code of Student Conduct and Parent/Student Handbook will be discussed and reviewed with parents and students in an effort to reduce the percent of students who are truant, reduce failure rate, and reduce the number of referrals issued.

#### Person or Persons Responsible

The Administrative Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Review of Suspension Reports, Attendance Bulletin, Academic Progress.

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

Code of Student Conduct and Parent/Student Handbook will be discussed and reviewed with parents and students in an effort to reduce the percent of students who are truant, reduce failure rate, and reduce the number of referrals issued.

#### Person or Persons Responsible

The Administrative Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Review of Suspension Reports, Attendance Bulletin, Academic Progress.

**G1.B2** Student failure rate may be a result of a lack of support or needed additional resources at home.

**G1.B2.S1** To provide the students and parents with additional opportunities and resources to be successful in academic courses.

#### Action Step 1

The school will provide academic support to students and parents in an effort to reduce failure rate.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Sign in sheets for parent workshops related to academic success.

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

The school will provide academic support to students and parents in an effort to reduce failure rate.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Sign in sheets for parent workshops related to academic success.



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

The school will provide academic support to students and parents in an effort to reduce failure rate.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Sign in sheets for parent workshops related to academic success.

**G1.B3** Students with 2 or more behavior referrals leading to suspension may be a result of a lack of consistent and applied approach to help manage misbehavior at home.

**G1.B3.S1** Review Code of Student Conduct and Attendance Policies with parents and students and its relation of academic success.

### Action Step 1

The school will provide parents constant communication regarding students' behavior in an effort to reinforce at home positive behaviors aligned to the Code of Student Conduct and Attendance Policies in an effort to reduce the number of students receiving 2 or more behavior referrals.

### Person or Persons Responsible

The Administrative Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Attendance Bulletin showing a decrease in absences and suspension reports showing a reduction of suspensions.

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

The school will provide parents constant communication regarding students' behavior in an effort to reinforce at home positive behaviors aligned to the Code of Student Conduct and Attendance Policies in an effort to reduce the number of students receiving 2 or more behavior referrals.

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

The Administrative Team

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

Ongoing

#### **Evidence of Completion**

Attendance Bulletin showing a decrease in absences and suspension reports showing a reduction of suspensions.

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

The school will provide parents constant communication regarding students' behavior in an effort to reinforce at home positive behaviors aligned to the Code of Student Conduct and Attendance Policies in an effort to reduce the number of students receiving 2 or more behavior referrals.

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

The Administrative Team

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

Ongoing

#### **Evidence of Completion**

Attendance Bulletin showing a decrease in absences and suspension reports showing a reduction of suspensions.

**G2.** CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

**G2.B1** CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–8

**G2.B1.S1** Provide PD opportunities at school site for CTE teachers on CCSS Literacy Standards for Technical Subjects.

**Action Step 1**

The school will provide opportunities for teachers to attend PD opportunities for CTE courses.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

PD rosters and sign in sheets.

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

The school will provide opportunities for teachers to attend PD opportunities for CTE courses.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

PD rosters and sign in sheets.

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

The school will provide opportunities for teachers to attend PD opportunities for CTE courses.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

PD rosters and sign in sheets.

**G3.** The results of the 2013 Civics Baseline Exam indicate that 5% of students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 15%.

**G3.B1** The area of deficiency as noted on the 2012 administration of the Civics Baseline Assessment are alignment of lesson plans to tested End of Course benchmarks

**G3.B1.S1** Provide students additional opportunities through classroom activities which help students develop an understanding of the content-specific vocabulary taught in civics.

#### Action Step 1

The school will provide students with practice in using problem solving and inquiry-based learning where students can enrich their ability to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Review data from teacher made assessments and adjust curriculum as needed to ensure the fidelity of instruction.

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

Review data from teacher made assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

**Person or Persons Responsible**

MTSS/Rtl Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Teacher-made assessments; 2014 Civics Spring Assessment

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

Review data from teacher made assessments and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model

**Person or Persons Responsible**

MTSS/Rtl Leadership Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Teacher-made assessments; 2014 Civics Spring Assessment

**G4.** Our STEM goal for the 2013-2014 school year is to increase the number of STEM related experience for students.

**G4.B1** Students may be limited to the participation on science related field trips, and/or after school science related activities.

**G4.B1.S1** The school will help support students who may not be able to pay for science related field trips and activities.

**Action Step 1**

The school will increase the number of STEM related experience for students.

**Person or Persons Responsible**

The Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Participation in STEM related activities evidenced by rosters.

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

The school will increase the number of STEM related experience for students.

**Person or Persons Responsible**

The Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Participation in STEM related activities evidenced by rosters.

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

The school will increase the number of STEM related experience for students.

### Person or Persons Responsible

The Administrative Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Participation in STEM related activities evidenced by rosters.

**G5.** According to the 2012-2013 Writing FCAT 2.0 District Data, 58% of all students in 8th grade were proficient in the Writing. Our expected level of performance for the 2013-2014 Writing FCAT 2.0 is to increase proficiency of 8th graders from 58% to 62%.

**G5.B1** Students in Grade 8 scoring 3.5 or higher demonstrated deficiencies in the general knowledge of the writing process specifically sentence structure and conventions.

**G5.B1.S1** Teacher will implement before and/or after school tutoring to assist students with the writing process specifically in the area of sentence structure and conventions.

### Action Step 1

The school will utilize McGraw Hill reading/ writing workshop. Modeled lessons, Writing opportunities, conferencing with students to provide feedback, and monthly writing assessment in an effort to increase proficiencies in Grade 8 students scoring 3.5 or higher who demonstrated deficiencies in the general knowledge of the writing process specifically sentence structure and conventions.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Monthly writing assessments data, as well as completed writing prompts.

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

McGraw Hill reading/ writing workshop. Modeled lessons, Writing opportunities, conferencing with students to provide feedback, and monthly writing assessment.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Monthly writing assessments data, as well as completed writing prompts.

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

McGraw Hill reading/ writing workshop. Modeled lessons, Writing opportunities, conferencing with students to provide feedback, and monthly writing assessment.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Monthly writing assessments data, as well as completed writing prompts.



**G6.** According the 2012-2013 Mathematics FCAT 2.0, 65% of all students were proficient in Mathematics. Our expected level of performance for the 2013-2014 Mathematics FCAT 2.0 is to increase the percent proficient from 65% to 66%.

**G6.B1** Level 3 Based on the 2012-2013 Mathematics FCAT 2.0 administration, students achieving a level 3 on the FCAT, were deficient in number operations. Student's lack of prior knowledge in number operations impeded their ability to successfully solve problems.

**G6.B1.S1** Teachers will integrate new curriculum into their classroom, such as GoMath curriculum and FCAT Test Maker. Teachers will also use differentiated instruction during math lessons to better target all levels within the classroom In order to address deficiencies in number operations, teachers will provide students opportunities to translate a written description or a graphic representation to an expression or equation, which may include two operations and/or a variable, and vice versa

### **Action Step 1**

The school will utilize and implement GoMath and FCAT Test Maker in order to address deficiencies of students achieving level 3 on the Mathematics FCAT 2.0.

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

Teacher

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

Daily during differentiated instruction groups

#### **Evidence of Completion**

Data based on chapter test and online assessments

#### **Facilitator:**

Deloise Brown

#### **Participants:**

Third Grade Teachers

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

All members will conduct walk throughs to ensure the teachers are conducting differentiated instruction during their scheduled time.

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

The Principal, Leadership team, MTSS team will monitor that teachers are implementing leveled content through differentiated instruction.

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

The walk throughs will be conducted daily.

#### **Evidence of Completion**

Observations for every teacher will include monitoring that differentiated instruction is taking place.

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

The Leadership team will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success.

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

The leadership team

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

Monthly

#### **Evidence of Completion**

Online assessments, district benchmark assessments, FCAT explorer, FCAT testmaker.

**G6.B2** Levels 4-5 Based on the 2012-2013 Mathematics FCAT 2.0 administration, students achieving a level 4 and above on the FCAT, were deficient in fractions. Student's lack of prior knowledge in number operations impeded their ability to successfully solve problems with fractions.

**G6.B2.S1** Teachers will utilize supplemental materials such as FCAT testmaker, GoMath and manipulatives to enrich instruction. In order to address deficiencies in fractions, teachers will provide students opportunities to compare and order fractions, mixed numbers, and decimals in the same or different forms

### **Action Step 1**

The school will utilize and implement GoMath and FCAT Test Maker in order to address deficiencies of students achieving levels 4-5 on the Mathematics FCAT 2.0.

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

Teacher

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

Daily during differentiated instruction groups

#### **Evidence of Completion**

Data based on chapter test and online assessment

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

All members will conduct walk throughs to ensure the teachers are conducting differentiated instruction during their scheduled time.

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

The Principal, Leadership Team, MTSS team will monitor that teachers are implementing leveled content through differentiated instruction.

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

The walk throughs will be conducted daily.

#### **Evidence of Completion**

Observations for every teacher will include monitoring that differentiated instruction is taking place.

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

The Leadership team will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success.

### Person or Persons Responsible

The leadership Team

### Target Dates or Schedule

Monthly

### Evidence of Completion

Online assessments, district benchmark assessments, FCAT Explorer, FCAT Testmaker

**G6.B3** Learning Gains Based on the 2012-2013 Mathematics FCAT 2.0 administration, students made learning gains, were deficient in fractions. Student's lack of prior knowledge in number operations impeded their ability to successfully solve problems with fractions.

**G6.B3.S1** Teachers will utilize supplemental materials such as FCAT testmaker, GoMath and manipulatives to enrich instruction. In order to address deficiencies in fractions, teachers will provide students opportunities to compare and order fractions, mixed numbers, and decimals in the same or different forms.

### Action Step 1

The school will utilize and implement GoMath and FCAT Test Maker in order to address deficiencies of students who demonstrated learning gains on the Mathematics FCAT 2.0.

### Person or Persons Responsible

The teacher and intervention specialist.

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Data from chapter tests and online assessments.

### **Plan to Monitor Fidelity of Implementation of G6.B3.S1**

Teachers will model lessons and assist other teachers in conducting appropriate differentiated

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

Administration will monitor that teachers are implementing leveled content through differentiated instruction.

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

#### **Evidence of Completion**

Observations, data from online assessments, FCAT explorer, FCAT testmaker, and district interim assessments.

### **Plan to Monitor Effectiveness of G6.B3.S1**

Members will conduct walk-through's to ensure the teachers are conducting differentiated instruction during their scheduled time.

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

The leadership team

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

Monthly

#### **Evidence of Completion**

Observations, data from online assessments, FCAT explorer, FCAT testmaker, and district interim assessments.

**G6.B4** Lowest 25% Based on the 2012-2013 Mathematics FCAT 2.0 administration, the lowest 25% of students, were deficient in fractions. Student's lack of prior knowledge in number operations impeded their ability to successfully solve problems with fractions.

**G6.B4.S1** Teachers will utilize supplemental materials such as FCAT testmaker, GoMath and manipulatives to enrich instruction. In order to address deficiencies in fractions, teachers will provide students opportunities to compare and order fractions, mixed numbers, and decimals in the same or different forms.

### **Action Step 1**

The school will utilize and implement GoMath and FCAT Test Maker in order to address deficiencies of students in the lowest 25% on the Mathematics FCAT 2.0.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

GoMath chapter tests.

### **Plan to Monitor Fidelity of Implementation of G6.B4.S1**

The math teacher will monitor student activity in order to further instruction and resources to assist struggling learners.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

GoMath assessments, FCAT explorer, FCAT testmaker, district benchmark assessments.

## Plan to Monitor Effectiveness of G6.B4.S1

Members will conduct walk-through's to ensure the teachers are conducting differentiated instruction during their scheduled time.

### Person or Persons Responsible

The leadership team

### Target Dates or Schedule

Monthly

### Evidence of Completion

Observations, data from online assessments, FCAT explorer, FCAT testmaker, and district interim assessments.

**G7.** According to the 2012-2013 Science 2.0 FCAT, 74% of all 5th grade students were proficient in Science. Our expected level of performance for the 2013-2014 Science 2.0 FCAT is to increase the percent proficient from 74% to 77%.

**G7.B1** Level 3 Based on the 2012-2013 Science FCAT 2.0 for 5th grade, students who achieved a level 3 demonstrated a lack of prior knowledge and exposure to the nature of science and were not able to make real-world connections.

**G7.B1.S1** Students will be exposed to a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. Teachers will integrate many inquiry based activities in order for students to critically think and gain the knowledge needed to make real-world connections. Teachers will use a multitude of multimedia resources to instruct and help students gain a better understanding in deficient skill areas.

### Action Step 1

The school will implement all resources, activities and assessments to increase student academic success for students scoring a level 3 on the Science FCAT 2.0.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Science investigation bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, and 2014 FCAT assessment.

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

They will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success. Upon reviewing data, necessary adjustments will be made to instruction.

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

The leadership team and MTSS team

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

The teams will meet on a monthly basis to review data.

#### **Evidence of Completion**

Science investigation bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, and 2014 FCAT assessment.

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

They will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success. Upon reviewing data, necessary adjustments will be made to instruction.

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

The leadership team and MTSS team

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

The teams will meet on a monthly basis to review data.

#### **Evidence of Completion**

Science investigation bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, and 2014 FCAT assessment.



**G7.B2** Levels 4-5 Based on the 2012-2013 Science FCAT 2.0 for 5th grade, students who achieved a level 4 or 5 demonstrated a lack of prior knowledge and exposure to the nature of science and were not able to make real-world connections.

**G7.B2.S1** Students will be exposed to a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. Teachers will integrate many inquiry based activities in order for students to critically think and gain the knowledge needed to make real-world connections. Teachers will use a multitude of multimedia resources to instruct and help students gain a better understanding in deficient skill areas.

### **Action Step 1**

The school will implement all resources, activities and assessments to increase student academic success for students scoring a levels 4-5 on the Science FCAT 2.0.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Science Investigation, bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, and 2014 FCAT assessment.

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

They will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success. Upon reviewing data, necessary adjustments will be made to instruction.

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

The leadership team and MTSS team

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

The team will meet on a monthly basis to review data.

#### **Evidence of Completion**

Science investigation, bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, PowerPoint presentation, and 2014 FCAT assessments.

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

They will be responsible for monitoring the implementation of all resource, activities and assessments to increase student academic success. Upon reviewing the data, necessary adjustments will be made to instruction.

### Person or Persons Responsible

The leadership team and the MTSS.

### Target Dates or Schedule

The teams will meet on a monthly basis to review data.

### Evidence of Completion

Science investigation bi-weekly lab reports, science fusion online assessments, Powerpoint presentation, and 2014 FCAT assessment.

**G8.** According to the 2012-2013 Writing FCAT 2.0, 76% of all students in 4th grade were proficient in the Writing. Our expected level of performance for the 2013-2014 Writing FCAT 2.0 is to increase proficiency of 4th grade students from 76% to 78%.

**G8.B1** Students in Grade 4 scoring 3.5 or higher demonstrated deficiencies in the general knowledge of the writing process specifically sentence structure and conventions.

**G8.B1.S1** Teacher will implement before and/or after school tutoring to assist students with the writing process specifically in the area of sentence structure and conventions.

### Action Step 1

The school will utilize McGraw Hill reading/ writing workshop. Modeled lessons, Writing opportunities, conferencing with students to provide feedback, and monthly writing assessment in an effort to increase proficiencies in Grade 4 students scoring 3.5 or higher who demonstrated deficiencies in the general knowledge of the writing process specifically sentence structure and conventions.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Monthly writing assessments data, as well as completed writing prompts.

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

Review monthly writing prompts data in order to see growth in writing skills.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Monthly writing prompt scores.

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

The Leadership team will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success.

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

The Leadership Team

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

Monthly

#### **Evidence of Completion**

Online assessments and district benchmark assessments

**G9.** The school's goal is to reduce the percent of students who are truant, reduce the failure rate, and to reduce the number of referrals issued.

**G9.B1** Student truancy may be a result of a lack of understanding the importance of maintaining a good record of attendance.

**G9.B1.S1** Behavior Management Plans Provide parents clear understanding of school polices and the management of student behavior and implementation of the Students Code of Conduct and its correlation to maintaining a good record of attendance.

**Action Step 1**

Code of Student Conduct and Parent/Student Handbook will be discussed and reviewed with parents and students in an effort to reduce the percent of students who are truant, reduce failure rate, and reduce the number or referrals issued.

**Person or Persons Responsible**

Teacher and Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Parent Communication Log, Detention Logs Suspension Report.

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

Monitor Parent Contact Logs for evidence of communication with parents of students whom have had behavior issues.

**Person or Persons Responsible**

Teachers and Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Parent Communication Log Detention Logs Referral Notices Suspension Report

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

Monitor Parent Contact Logs for evidence of communication with parents of students whom have had behavior issues.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Parent Communication Log Detention log Referral Notices Suspension Report

**G9.B2** Student retention rates may be a result of a lack of support or needed additional resources at home.

**G9.B2.S1** The school and teachers will provide parents and opportunity to help monitor student achievement and progress throughout the school year. Teachers will help support parental involvement by providing parents necessary tools needed to monitor the students at home.

### Action Step 1

The school will monitor student progress and communicate such with the parents in an effort to reduce the number of student being retained.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Parent Contact Logs, the use of school resources by parents to help support students.

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

Monitor Parent Contact Logs

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teachers will maintain parent contact logs as evidence of efforts made to provide support to the parents.

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

Monitor Parent Contact Logs

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Parent Contact Logs, the use of school resources by parents to help support students.

**G9.B3** Student Reading proficiency by grade 3 may be a result of a lack of a structured reading support network at home or a lack of Reading opportunities outside of school.

**G9.B3.S1** Provide the parents with opportunities to attend reading workshops at the school with the focus on how to provide a structured reading support for students at home.

**Action Step 1**

The school will increase the level of structured reading opportunities at home via projects, activities, and/or family events at the school.

**Person or Persons Responsible**

Teachers and Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Parent participation in workshops offered at the school.

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

Increase the level of structured reading opportunities at home.

#### Person or Persons Responsible

Teachers and Administrative Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Parent participation in workshops offered at the school.

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

Increase the level of structured reading opportunities at home.

#### Person or Persons Responsible

Teachers and Administrative Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Parent participation in workshops offered at the school.

**G9.B4** Students with 2 or more behavior referrals leading to suspension by be a result of a lack of a consistent and applied approach to help manage misbehavior at home.

**G9.B4.S1** Provide parents with opportunities to become familiar with the Code of Student Conduct.

#### Action Step 1

The school will provide parents constant communication regarding students' behavior in an effort to reinforce at home positive behaviors aligned to the Code of Student Conduct and Attendance Policies in an effort to reduce the number of students receiving 2 or more behavior referrals.

#### Person or Persons Responsible

The Administrative Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

The signed copies of receipt of Code of Student Conduct and the attendance logs of parent workshops related to the topic.

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

The Code of Student Conduct

**Person or Persons Responsible**

The Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

The signed copies of receipt of Code of Student Conduct and the attendance logs of parent workshops related to the topic.

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

The Code of Student Conduct

**Person or Persons Responsible**

The Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

The signed copies of receipt of Code of Student Conduct and the attendance logs of parent workshops related to the topic.



**G10.** Our STEM goal for the 2013-2014 school year is to increase participation in STEM related experiences offered to students.

**G10.B1** The limited access to science based resources for parents may limit the support students may have when participating in a STEM related activity.

**G10.B1.S1** The school will provide Science resources to parents via our school's library and classroom libraries outlining general scientific principles that can be applied to a wide variety of STEM related activities.

**Action Step 1**

The school will increase the number of STEM related experience for students.

**Person or Persons Responsible**

Science Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

The checking in and out of science based books.

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

The Science Coach will select science based literature from the school's library.

**Person or Persons Responsible**

Science Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

The checking in and out of science based books.

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

The Science Coach will select science based literature from the school's library.

### Person or Persons Responsible

Science Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

The checking in and out of science based books.

**G11.** During the 2012-2013 school year, parent participation was 95%. Our goal for the 2013-2014 schools is to increase to 96%.

**G11.B1** Parents may need to be informed of the variety of school activities to increase participation.

**G11.B1.S1** The school will provide opportunities for the parents to participate in school functions such as Open House, Parent Workshops on various topics of interest, FCAT Parent Night-Review Common Core State Standards and Next Generation State Standards, Scholastics Book Fair Nights.

### Action Step 1

The school will review sign in sheets to determine the number of parents attending school events and volunteering during school functions.

### Person or Persons Responsible

Teachers, Administrators, Parent Liaison will use various forms of media to better communicate school activities, events and plans to all stakeholders.

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Sign in sheets

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

Review sign in sheets to determine the number of parents attending school events and volunteer logs.

**Person or Persons Responsible**

Parent Liaison, Teacher and Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Sign in sheets

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

Review sign in sheets to determine the number of parents attending school events. During Parent Teacher Organization meetings, parents will be encouraged to provide feedback on the school's communication to all stakeholders.

**Person or Persons Responsible**

Parent Liaison, Teachers and Administrator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Sign in sheets

**G12.** According to the 2012-2013 Science FCAT 2.0 District data, 43% of all 8th grade students were proficient in Science. Our expected level of performance for the 2013-2014 Science FCAT 2.0 is to increase the percent proficient from 43% to 49%.

**G12.B1** Level 3 Based on the 2012-2013 Science FCAT 2.0 for 8th grade based on District data, students who achieved a level 3 demonstrated a lack of knowledge and exposure to the nature of science and were not able to make real-world connections.

**G12.B1.S1** Students will be exposed to a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. Teachers will integrate many inquiry based activities in order for students to critically think and gain the knowledge needed to make real-world connections. Teachers will use a multitude of multimedia resources to instruct and help students gain a better understanding in deficient skill areas.

### **Action Step 1**

The school will implement all resources, activities and assessments to increase student academic success for students scoring a level 3 on the Science FCAT 2.0.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Science investigation bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, and 2013-2014 Science FCAT 2.0.

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

They will implement all resources, activities and assessments to increase student academic success.

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Science investigation bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, and 2013-2014 Science FCAT 2.0.

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

They will implement all resources, activities and assessments to increase student academic success.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Science investigation bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, and 2013-2014 Science FCAT 2.0.

**G12.B2** Levels 4-5 Based on the 2012-2013 Science FCAT 2.0 for 8th grade based on District data, students who achieved a level 4 or 5 demonstrated and exposure to the nature of science and were not able to make real-world connections.

**G12.B2.S1** Students will be exposed to a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. Teachers will integrate many inquiry based activities in order for students to critically think and gain the knowledge needed to make real-world connections. Teachers will use a multitude of multimedia resources to instruct and help students gain a better understanding in deficient skill areas.

### Action Step 1

The school will implement all resources, activities and assessments to increase student academic success for students scoring a levels 4-5 on the Science FCAT 2.0.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Science investigation bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, and 2013-2014 Science FCAT 2.0.

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

They will implement all resources, activities and assessments to increase student academic success.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Science investigation bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, and 2013-2014 Science FCAT 2.0.

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

They will implement all resources, activities and assessments to increase student academic success.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Science investigation bi-weekly lab reports, science fusion online assessments, FCAT testmaker assessments, district quarterly benchmark assessments, and 2013-2014 Science FCAT 2.0.

**G13.** According to the 2012-2013 Reading FCAT 2.0, 75% of all students were proficient in the Reading. Our expected level of performance for the 2013-2014 Reading FCAT 2.0 is increase the percent proficient from 75% to 76%.

**G13.B1** Level 3 Student's performance data from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2- Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

**G13.B1.S1** Instruction should include the use of graphic organizers to see patterns and summarize the main points of a passage in order to address the Reading Application deficiencies.

### **Action Step 1**

Teachers will utilize graphic organizers to help students structure ideas in an effort to better grasp concepts such as author's purpose, cause and effect, and compare and contrast.

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

The teacher and Intervention Specialist

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

Strategies will be implemented daily.

#### **Evidence of Completion**

Utilizing the FCIM, the LLT will schedule quarterly reviews of Interim Assessment data along with monthly assessment data in order to monitor student's knowledge in the areas of, cause and effect, author's purpose and compare and contrast.

#### **Facilitator:**

Pauline C. Ward

#### **Participants:**

Third Grade Teacher

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

Monthly assessment data including teacher made test and STAR reports. In order to monitor student's knowledge in the areas of, Cause and Effect, Author's Purpose and Compare and Contrast

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

The LLT

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

Monthly

#### **Evidence of Completion**

Weekly Reading, STAR reports, FAIR Assessments reports as well as Interim Assessment reports.

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

Interim Assessment Data

### Person or Persons Responsible

The LLT

### Target Dates or Schedule

Quarterly

### Evidence of Completion

FCIM

**G13.B2** Level 4-5 Student's performance data from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting category 3; explain and identify the purpose of text features. Students experienced difficulty in comparing and contrast stories in the same genre (e.g, mysteries and adventure stories) on their approaches to similar themes and topics.

**G13.B2.S1** Instruction should include the practice of using and identifying details from the passage to determine main idea, plot and purpose in order to explain and identify the purpose of text features.

### Action Step 1

Teacher will use benchmark assessments in the Houghton Mifflin Reading Series to monitor students' progress in identifying the Main Idea, as well as the Plot and Purpose of the reading passages.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Interim Assessments, Accelerated Reader, and FCAT Explorer.



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

The LLT team will review benchmark assessment data in order to monitor student progress in content areas, and adjust instruction as necessary.

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

The LLT

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

Monthly

#### **Evidence of Completion**

Weekly Reading Benchmark Assessments, FAIR Assessment Reports, and District Interim Assessments.

### **Plan to Monitor Effectiveness of G13.B2.S1**

Using the FCIM, the teams will review the interim Assessment data along with monthly assessments reports in order to monitor students' knowledge in the areas of deficiencies.

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

The LLT

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

Monthly

#### **Evidence of Completion**

FCAT Explorer, Interim Assessments, Weekly Reading Benchmark Assessments.

**G13.B3** Learning Gains Student's performance data from the 2013 Reading FCAT 2.0 indicates that students who made learning gains are deficient in Reporting Category 2- Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

**G13.B3.S1** Instruction should include multiple activities to see patterns and summarize the main points of a passage in order to address the Reading Application deficiencies.

### **Action Step 1**

Teachers will utilize Journals, Graphic Organizers, and Projects in an effort to enhance the opportunities students will have to grasp concepts such as author's purpose, cause and effect, and compare and contrast.

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

The Teacher and Intervention Specialist

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

Ongoing

#### **Evidence of Completion**

Using the FCIM, data will be monitored and reviewed for appropriate instruction.

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

Monthly assessment data chats in order to monitor students' knowledge in areas of cause and effect, author's purpose and compare and contrast

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

The LLT

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

Monthly

#### **Evidence of Completion**

Weekly reading, STAR reports, FAIR assessments, Interim Assessments

## Plan to Monitor Effectiveness of G13.B3.S1

Using the FCIM, the teachers will review the interim assessment data along with monthly assessments reports in order to monitor students' knowledge in the areas of deficiencies.

### Person or Persons Responsible

The LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

FCAT Explorer, Interim Assessments, Weekly Reading Benchmark Assessments.

**G13.B4** Lowest 25% Student's performance data from the 2013 Reading FCAT 2.0 indicates that the lowest 25% of students displayed deficiency in Reporting Category 2- Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

**G13.B4.S1** Instruction should include multiple activities to see patterns and summarize the main points of a passage in order to address the Reading Application deficiencies.

### Action Step 1

Teacher led interventions, differentiated instruction, journals, graphic organizers and projects will be utilized to help address deficiencies in those students in the lowest 25%.

### Person or Persons Responsible

The teacher and the intervention specialist

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Using the FCIM, data will be monitored and reviewed.

### Plan to Monitor Fidelity of Implementation of G13.B4.S1

Monthly assessment data in order to monitor student's knowledge in the are of cause and effect, authors purpose, and compare and contrast.

#### Person or Persons Responsible

The LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Formative Assessments, Weekly Reading Benchmarks, STAR reports FAIR assessments reports as well as district Interim Assessments. Summative Assessments; 2014 FCAT 2.0

### Plan to Monitor Effectiveness of G13.B4.S1

Interim Assessments STAR Teacher Made Assessments

#### Person or Persons Responsible

The LLT

#### Target Dates or Schedule

Monthly and Quarterly

#### Evidence of Completion

Summative Assessment: 2014 FCAT 2.0

### G13.B5 Students who took the 2013 CELLA showed deficiency in Speaking and in Listening.

**G13.B5.S1** The students will be exposed to a variety of children's literature, through the use of a listening centers. Students will have to answer verbally to any comprehension question asked.

#### Action Step 1

The school will analyze data and adjust instruction as needed based on CELLA score reports, Interim assessments reports, and benchmark assessments.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Interim assessments, and benchmark assessment.

### Plan to Monitor Fidelity of Implementation of G13.B5.S1

Using the FCIM model, we will analyze data and adjust instruction as needed based on CELLA score reports Interim assessments, and benchmark assessments.

#### Person or Persons Responsible

Leadership team and MTSS team

#### Target Dates or Schedule

Bi-weekly and monthly data chats

#### Evidence of Completion

Interim assessments and benchmark assessments

### Plan to Monitor Effectiveness of G13.B5.S1

Using the FCIM model, we will analyze data and adjust instruction as needed based on CELLA score reports Interim assessments, and benchmark assessments.

#### Person or Persons Responsible

The leadership team, reading intervention specialist, and the MTSS team

#### Target Dates or Schedule

Bi- weekly meetings and monthly data chart meetings

#### Evidence of Completion

Interim assessments and benchmark assessments

### G13.B6 Students who took the 2013 CELLA showed deficiency in Reading.

**G13.B6.S1** Provide students with opportunities to vary the complexity of assignment . (Differentiated Instruction)

#### Action Step 1

Teachers will modify instruction on students' varying readiness levels, learning preferences, and interests. Teacher can differentiate three aspects of the curriculum: content, process, and products.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Review data monthly and adjust curriculum as needed.

#### Evidence of Completion

Teacher lesson plans and observation walk throughs.

### Plan to Monitor Fidelity of Implementation of G13.B6.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

#### Person or Persons Responsible

MTSS/RtI Leadership Team

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

2014 FCAT 2.0 Reading Assessment; 2014 CELLA Reading Assessment

### Plan to Monitor Effectiveness of G13.B6.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

#### Person or Persons Responsible

MTSS/RtI Leadership Team

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

2014 FCAT 2.0 Reading Assessment; 2014 CELLA Reading Assessment

### G13.B7 Students who took the 2013 CELLA showed deficiency in Writing.

#### G13.B7.S1 Provide students with opportunities to use Rubrics Writing Prompts.

##### Action Step 1

Teachers will utilize rubrics for Writing prompts that will provide clear criteria for evaluating a product or performance on a continuum of quality.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Teacher lesson plans and observation walk through.

### **Plan to Monitor Fidelity of Implementation of G13.B7.S1**

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

**Person or Persons Responsible**

MTSS/Rtl Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 FCAT Writing Assessment; 2013 CELLA Writing Assessment.

### **Plan to Monitor Effectiveness of G13.B7.S1**

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

**Person or Persons Responsible**

MTSS/Rtl Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 FCAT Writing Assessment; 2013 CELLA Writing Assessment

## Coordination and Integration

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

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

n/a



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

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

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

**G6.** According the 2012-2013 Mathematics FCAT 2.0, 65% of all students were proficient in Mathematics. Our expected level of performance for the 2013-2014 Mathematics FCAT 2.0 is to increase the percent proficient from 65% to 66%.

**G6.B1** Level 3 Based on the 2012-2013 Mathematics FCAT 2.0 administration, students achieving a level 3 on the FCAT, were deficient in number operations. Student's lack of prior knowledge in number operations impeded their ability to successfully solve problems.

**G6.B1.S1** Teachers will integrate new curriculum into their classroom, such as GoMath curriculum and FCAT Test Maker. Teachers will also use differentiated instruction during math lessons to better target all levels within the classroom In order to address deficiencies in number operations, teachers will provide students opportunities to translate a written description or a graphic representation to an expression or equation, which may include two operations and/or a variable, and vice versa

### PD Opportunity 1

The school will utilize and implement GoMath and FCAT Test Maker in order to address deficiencies of students achieving level 3 on the Mathematics FCAT 2.0.

#### Facilitator

Deloise Brown

#### Participants

Third Grade Teachers

#### Target Dates or Schedule

Daily during differentiated instruction groups

#### Evidence of Completion

Data based on chapter test and online assessments

**G13.** According to the 2012-2013 Reading FCAT 2.0, 75% of all students were proficient in the Reading. Our expected level of performance for the 2013-2014 Reading FCAT 2.0 is increase the percent proficient from 75% to 76%.

**G13.B1** Level 3 Student's performance data from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2- Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

**G13.B1.S1** Instruction should include the use of graphic organizers to see patterns and summarize the main points of a passage in order to address the Reading Application deficiencies.

### **PD Opportunity 1**

Teachers will utilize graphic organizers to help students structure ideas in an effort to better grasp concepts such as author's purpose, cause and effect, and compare and contrast.

#### **Facilitator**

Pauline C. Ward

#### **Participants**

Third Grade Teacher

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

Strategies will be implemented daily.

#### **Evidence of Completion**

Utilizing the FCIM, the LLT will schedule quarterly reviews of Interim Assessment data along with monthly assessment data in order to monitor student's knowledge in the areas of, cause and effect, author's purpose and compare and contrast.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G13.	According to the 2012-2013 Reading FCAT 2.0, 75% of all students were proficient in the Reading. Our expected level of performance for the 2013-2014 Reading FCAT 2.0 is increase the percent proficient from 75% to 76%.	\$27,331
Total		\$27,331

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
Race To The Top Funds	\$23,880	\$0	\$23,880
FEFP	\$0	\$3,451	\$3,451
Total	\$23,880	\$3,451	\$27,331

### Budget Details

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

**G13.** According to the 2012-2013 Reading FCAT 2.0, 75% of all students were proficient in the Reading. Our expected level of performance for the 2013-2014 Reading FCAT 2.0 is increase the percent proficient from 75% to 76%.

**G13.B1** Level 3 Student's performance data from the 2013 Reading FCAT 2.0 indicates that there is a deficiency in Reporting Category 2- Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

**G13.B1.S1** Instruction should include the use of graphic organizers to see patterns and summarize the main points of a passage in order to address the Reading Application deficiencies.

#### Action Step 1

Teachers will utilize graphic organizers to help students structure ideas in an effort to better grasp concepts such as author's purpose, cause and effect, and compare and contrast.

#### Resource Type

Evidence-Based Program

#### Resource

Wonders Reading Series

#### Funding Source

Race To The Top Funds

#### Amount Needed

\$23,880

**G13.B4** Lowest 25% Student's performance data from the 2013 Reading FCAT 2.0 indicates that the lowest 25% of students displayed deficiency in Reporting Category 2- Reading Application. Students experienced difficulty in applying strategies such as author's purpose, cause and effect, and compare and contrast.

**G13.B4.S1** Instruction should include multiple activities to see patterns and summarize the main points of a passage in order to address the Reading Application deficiencies.

**Action Step 1**

Teacher led interventions, differentiated instruction, journals, graphic organizers and projects will be utilized to help address deficiencies in those students in the lowest 25%.

**Resource Type**

Evidence-Based Materials

**Resource**

Accelerated Reader

**Funding Source**

FEFP

**Amount Needed**

\$3,451