



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Fienberg/Fisher K 8 Center

1420 WASHINGTON AVE

Miami Beach, FL 33139

305-531-0419

<http://fienberg.dadeschools.net>

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
86%

Alternative/ESE Center
No

Charter School
No

Minority Rate
88%

School Grades History

2013-14
B

2012-13
C

2011-12
B

2010-11
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Fienberg/Fisher K 8 Center

Principal

Maria Zabala G

School Advisory Council chair

Maria Cruz

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

Name	Title
Aisha Marrero	Asst. Principal
Mary Murphy	Asst. Principal
Yessenia Cardoso	IB PYP Coordinator
Pierrela Jeanbaptiste	IB MYP Coordinator
Danielle Klahr	Reading Coach
Jessie Maguire-Stebenne	Social Worker/Trust Counselor
Philip Pearson	Media Specialist
Fredeswinda Torres	Guidance Counselor
Ingrid Whalen	SPED Chair

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 EESAC is comprised of the following: Principal-1, Adult Principal-1, Teachers-5, Adult Teacher-1, Union Steward-0, Student rep-1, Adult Student Rep-1, Educational Support-1, Parents-7, and Business Community Rep-3

Involvement of the SAC in the development of the SIP

The EESAC is involved in the preparation and evaluation of the school improvement plan. EESAC is the sole body responsible for the final decision-making at the school related to the implementation of the

school improvement plan. The School Advisory Council meets monthly to review, evaluate and discuss the school budget to ensure the proper spending of the fiscal school year budget towards student tutorial programs, teacher training, instructional materials, technology and additional support staff. Separate committees are formed to assist the school advisory council in the preparation of the School Improvement Plan. Such committees include Reading, Writing, Mathematics, Science, Parental Involvement and Discipline and Safety.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council (EESAC) plays a vital role in the decision-making process at Fienberg Fisher K-8 Center as related to specific areas such as School Budget, the School Improvement Plan, the Parent Involvement Plan, School Activities/Committees, and Safety.

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

After voting to allocate those funds for this year, a consensus was reached to utilize the funds to purchase hourly personnel for after school and in school tutorials in accordance with the strategies delineated in the SIP. Specifically to support Title I funds to purchase tutoring after school on Mondays, Tuesdays, and Thursdays.

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

Not In Compliance

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

Currently our EESAC is missing a Parent Rep and an Alternate Parent Rep. Notification was made the Open House and at PTA meetings that we are actively search for two Parent Reps for the committee

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Maria Zabala G

Principal

Years as Administrator: 13

Years at Current School: 13

Credentials

B.A. – B.A.- Psychology, Florida International University,
 Master’s Degree- Nova Southeastern University- Educational
 Leadership
 Certifications:
 Specific Learning Disabilities K-12; ESOL Endorsement K-12; Ed
 Leadership K-12

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 53%
 Math Proficiency, 52%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 73points
 Rdg. Imp. of Lowest 25% -
 75 points
 Math Imp. of Lowest 25% -
 70 points
 Rdg. AMO –57
 Math AMO–58
 2012 – School Grade B
 Rdg. Proficiency, 50%
 Math Proficiency, 48%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% -
 67 points
 Math Imp. of Lowest 25% -
 72 points
 Alg. I, 74%
 Rdg. AMO –57
 Math AMO–58
 '11 '10 '09
 Sch. Gr. A A A
 AYP N N N
 High Standards Rdg. -- 63 64 71
 High Standards Math -- 69 67 69
 Lrng Gains-Rdg. -- 60 67 64
 Lrng Gains-Math -- 70 66 67
 Gains-Rdg-25% -- 56 67 66
 Gains-Math-25% -- 78 69 70

Mary V. Murphy

Asst Principal

Years as Administrator: 12

Years at Current School: 7

Credentials

B.S.- Elementary Education, University of Miami; Master of Education – Educational Leadership, Nova Southeastern University
 Certifications: Elem. Ed. K-6th grade, Educational Leadership K-12, ESOL Endorsed

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 53%
 Math Proficiency, 52%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 73points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 70 points
 Rdg. AMO –57
 Math AMO–58
 2012 – School Grade B
 Rdg. Proficiency, 50%
 Math Proficiency, 48%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 67 points
 Math Imp. of Lowest 25% - 72 points
 Alg. I, 74%
 Rdg. AMO –57
 Math AMO–58
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 Lrng Gains-Rdg. -- 60 67 64
 Lrng Gains-Math -- 70 66 67
 Gains-Rdg-25% -- 56 67 66
 Gains-Math-25% -- 78 69 70

Aisha Marrero

Asst Principal

Years as Administrator: 7

Years at Current School: 5

Credentials

B.S. Varying Exceptionalities K-12, Nova Southeastern University; M.S. Reading K-12; Nova Southeastern University; Ed.S Educational Leadership Nova Southeastern University
 Certifications: Varying Exceptionalities K-12, Reading K-12, Educational Leadership K-12, ESOL Endorsed

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 53%
 Math Proficiency, 52%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 73points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 70 points
 Rdg. AMO –57
 Math AMO–58
 2012 – School Grade B
 Rdg. Proficiency, 50%
 Math Proficiency, 48%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 67 points
 Math Imp. of Lowest 25% - 72 points
 Alg. I, 74%
 Rdg. AMO –57
 Math AMO–58
 '11 '10 '09
 Sch. Gr. A A A
 AYP N N N
 High Standards Rdg. -- 63 64 71
 High Standards Math -- 69 67 69
 Lrng Gains-Rdg. -- 60 67 64
 Lrng Gains-Math -- 70 66 67
 Gains-Rdg-25% -- 56 67 66
 Gains-Math-25% -- 78 69 70

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Danielle J. Klahr		
Full-time / School-based	Years as Coach: 6	Years at Current School: 12
Areas	Reading/Literacy	
Credentials	Professional Educator's: Varying Exceptionalities K-12, Reading K-12, ESOL K-12	
Performance Record	2013 – School Grade C Rdg. Proficiency, 53% Rdg. Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 75 points Rdg. AMO –57 2012 – School Grade B Rdg. Proficiency, 50% Rdg. Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% - 67 points Rdg. AMO –53 '11 '10 '09 Sch. Gr. A A A AYP N N N High Standards Rdg. -- 63 64 71 Lrng Gains-Rdg. -- 60 67 64 Gains-Rdg-25% -- 56 67 66	

Classroom Teachers

# of classroom teachers	66
# receiving effective rating or higher	66, 100%
# Highly Qualified Teachers	62%
# certified in-field	62, 94%
# ESOL endorsed	49, 74%
# reading endorsed	6, 9%
# with advanced degrees	31, 47%
# National Board Certified	2, 3%

first-year teachers

5, 8%

with 1-5 years of experience

7, 11%

with 6-14 years of experience

35, 53%

with 15 or more years of experience

19, 29%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

6, 100%

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

1. Recruiting interns from Education programs from local universities. (Principal Responsible)
2. Faculty and Staff Appreciation Activities during meetings. (Asst. Principal and Leadership Team Responsible)
3. Teacher attendance support and incentives. (Principal and Asst. Principal Responsible)

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

Regular scheduled meetings attended by New Teachers, Administration, and Coaching staff.

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

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

MTSS/Rtl is a general education initiative in which levels of support (resources) are allocated in direct proportion to student needs. The MTSS/Rtl levels of interventions are usually thought of as tiers.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with the effective core instruction and behavioral supports to groups of targeted students who need additional instruction and/or behavioral support.
- The third level of support consists of intensive instructional and or behavioral interventions that are

provided in addition to and in alignment with the effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual's student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

Team Members – We have considered the following individuals for the school's MTSS/RtI Team:

- Administrators- who will insure commitment and allocate resources
 - Teachers and Coaches who share the common goal of improving instruction
 - Team members who will work to build staff support, internal capacity, and sustainability over time.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns, such as :
- School math, science and behavioral specialists
Denise Dockstader, Renee Carrillo, Marcela Marcos, Sarah Burrows, Jessie Stebenne-Maguire, Fredeswinda Torres
 - Special Education personnel
Ingrid Whalen
 - School guidance counselor
Fredeswinda Torres
 - School psychologist
Elizabeth Monestime
 - School social worker
Ariel Orta
 - Member of Advisory group
Pierrela Jeanbaptiste
 - Community Stakeholder
Maria Cruz

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - Adjust the delivery of curriculum and instruction to meet the specific needs of students
 - Adjust the delivery of behavior management system
 - Adjust the allocation of school based resources
 - Drive decisions regarding targeted professional development
 - Create student growth trajectories in order to identify and develop interventions
2. Managed Data will include:
Academic
 - FAIR assessment
 - Interim assessments
 - State/Local Math and Science assessments

- FCAT 2.0
- 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
- Team climate surveys
- Attendance
- Referrals to special education programs

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

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:** 3,780

In addition, all students who are performing in the lowest 25% of their grade level in Reading, Writing, and/or Math are invited to participate in a before or after school tutorial program for 5 hours per week. Certified teachers and paraprofessionals tutor students using Extended Day materials provided by the Reading Coach, which will be monitored through the administration of interim benchmark assessments. The purpose of these tutorials is to target the Sunshine State Standards and improve the students' overall performance on the 2014 FCAT 2.0 Assessment. Interim Assessments throughout the year will provide information on individual students' progress to determine if there is a need to redirect instruction.

Strategy Purpose(s)

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

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

Data is gathered through the M-DCPS interim assessments and reports. School administration and teachers discuss results and grade level activities to address shortfall areas identified as Grade Level targets. Teachers complete data chats with students to share results. Additionally, teachers schedule intervention for targeted students.

Who is responsible for monitoring implementation of this strategy?

The Literacy Leadership Team, Administration, SPED Team, and Grade Level Chairs participate in the collection of data.

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

Name	Title
Danielle Klahr	Reading Coach
Ingrid Whalen	SPED Personnel
Fredeswinda Torres	Guidance Counselor
Elizabeth Monestime	School Psychologist
Jessie Stebenne	School Social Worker
Pierrela Jeanbaptiste	SAC Representative
Maria Cruz	Business Community Rep

How the school-based LLT functions

The Literacy Leadership Team (LLT) is a group of individuals lead by the Principal and administrative team. The LLT includes the Reading Coach and Media Specialist and meets monthly. This group supports reading instruction through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement,

school safety, school culture, literacy, attendance, student social/emotional well being and prevention of student failure through early intervention. These actions support student learning and the staff.

- Conducting daily Read-Alouds in all content area classes
- Conducting monthly mini-workshops during Early Release Days
- Forming study groups
- Researching strategies to address the concern
- Providing materials, resources, assistance to address the concerns and needs of the students
- Attending workshops/conferences on topic
- Modeling lessons in classrooms
- Provide ongoing coaching and support in the classrooms
- Analyzing and reviewing data
- Sharing and reporting through data chats
- Conducting Literacy conferences after each reading assessment
- Revising the concern based on the data

Major initiatives of the LLT

- Build a learning community of committed, school-based professionals
- Study scientifically based reading research
- Develop a school-based literacy plan of action
- Supply research-based professional development
- Increase Career Training Education and post-secondary readiness awareness

Every Teacher Contributes to Reading Instruction

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

Fienberg-Fisher K- 8 Center utilizes a variety of instructional teaching models. We are an International Baccalaureate (IB) World School, housing a Primary and Middle Years Programme (MYP). The IB programs will continue to be implemented for the 2013-2014 school year in kindergarten through 8th grades. Specifically teachers in the MYP, grades 6th through 8th, will use the IB philosophy where students study the core subjects through the five areas of interaction: approaches to learning, community and service, human ingenuity, environment, and health and social education. The IB philosophy makes it necessary that teachers in all subject groups include interdisciplinary planning horizontally and vertically throughout the school year, thereby incorporating reading across the curriculum. Opportunities for the teachers to plan by grade level and subject area have been incorporated into the planning schedule for the 2013-2014 school year. Through this innovative teaching style, teachers provide students with the tools to enable them to take responsibility for their own learning, further developing an awareness of how they learn best, of thought processes and of learning strategies. Additionally, through the community service component students will be required to take an active part in the communities in which they live, thereby encouraging responsible citizenship. Sixth through eighth teachers will also utilize a variety of technological instructional materials for remediation such as Smart Boards and web-based programs. A variety of instructional materials for all subjects and all grade levels are utilized throughout the school day to provide students with differentiated instruction, as well as, individual learning modalities. Field trips will provide an opportunity for students to incorporate what they have learned in the classroom to connect to real life experiences.

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Fienberg-Fisher K-8 houses a day care center, the Rain (Referral and Information Network) Drop Center, where parents can leave their children aged 0 to 3 years while they go to work. The school is also a home to the Head Start Program for 3 year old children. The National Head Start Association is a private not-for-profit membership organization dedicated exclusively to meeting the needs of Head Start children and their families. The Head Start Program helps children and their family's transition from preschool to elementary school. The Pre-Kindergarten students at Fienberg-Fisher K-8 Center are enrolled in the Voluntary Pre-Kindergarten (VPK) Program funded by the state and supplemented by Title I funds for an all-day program. In an effort to accommodate the transition of these students to Kindergarten, Fienberg-Fisher K-8 Center has established several practices. Initially, the students in the Pre-Kindergarten Program are taught and provided with the skills needed to properly interact and adjust to the Kindergarten Program through the use of the High Scope Curriculum. As part of this curriculum, students learn to interact with one another, work in small group and large group situations and they learn to make choices within the constructs of a classroom setting. Additionally, the teachers use the BELL Curriculum to teach phonological awareness and language skills. The staff responsible for implementing these strategies is made up of the Pre-Kindergarten teachers, the paraprofessionals and the School Support Team. In order to ensure appropriate readiness for the Kindergarten classroom, grade level articulation meetings are held monthly. The Pre-Kindergarten teachers become familiar with the Kindergarten Grade Level Expectations and prepare the students accordingly. The parents of the Pre-Kindergarten students meet with the teachers quarterly to review the students' progress using the Child Observation Record Form and the Key Notes. The teachers take specific notes daily and when they meet with the parents, they offer feedback on student progress. To compile quantitative data on the student's readiness for Kindergarten, the Pre-Kindergarten teachers administer several assessments throughout the year. Using the Devereux Early Childhood Assessment (DECA), teachers are able to assess social/emotional behaviors that may be of concern before the student progresses to Kindergarten. Using the Learning Accomplishment Profile – Diagnostic (LAP-D) pre and post assessment, teachers assess the cognitive, language, fine motor and gross motor development of each student. At the end of the school year, the Pre-Kindergarten students visit the Kindergarten classes to help them with transition. Additionally, the Pre-Kindergarten parents are given an opportunity to visit the Kindergarten classes to give them an understanding of the upcoming expectations.

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

Teachers are provided training in the utilization of the Discovery Education program and resources to use for increasing STEM integration in developing CTE instruction.

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 M-DCPS Schools of Choice programs are invited to speak with our 8th grade class in various settings. The programs share their curriculum in the different CTE areas as secondary school options.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	53%	No	61%
American Indian				
Asian	75%	93%	Yes	78%
Black/African American	58%	48%	No	63%
Hispanic	54%	52%	No	59%
White	62%	54%	Yes	66%
English language learners	48%	36%	No	54%
Students with disabilities	43%	29%	No	49%
Economically disadvantaged	53%	51%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	157	29%	36%
Students scoring at or above Achievement Level 4	119	22%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		8%
Students scoring at or above Level 7	11	58%	59%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)		75%	78%

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)	117	47%	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	74	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	70	28%	35%

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	77	46%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	52%	No	63%
American Indian				
Asian	71%	80%	Yes	74%
Black/African American	54%	50%	No	59%
Hispanic	58%	51%	No	62%
White	62%	66%	Yes	66%
English language learners	49%	36%	No	54%
Students with disabilities	44%	40%	No	50%
Economically disadvantaged	57%	50%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	156	30%	34%
Students scoring at or above Achievement Level 4	96	18%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		18%
Students scoring at or above Level 7	[data excluded for privacy reasons]		48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		73%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		70%	73%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	23	48%	53%
Middle school performance on high school EOC and industry certifications	23	88%	89%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	43%	44%
Students scoring at or above Achievement Level 4	10	43%	44%

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	23	24%	28%
Students scoring at or above Achievement Level 4	17	18%	20%

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	19	23%	27%
Students scoring at or above Achievement Level 4	18	22%	24%

Florida Alternate Assessment (FAA)

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

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			

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	80	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	30	5%	4%
Students who are not proficient in reading by third grade	54	62%	56%
Students who receive two or more behavior referrals	210	25%	24%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	44	5%	4%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	80	9%	8%
Students who fail a mathematics course	29	10%	9%
Students who fail an English Language Arts course	20	7%	6%
Students who fail two or more courses in any subject	26	9%	8%
Students who receive two or more behavior referrals	210	25%	24%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	44	5%	4%

Area 9: Parent Involvement

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

Parental involvement targets for the school**Specific Parental Involvement Targets**

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

- G1.** Students scoring Level 3 and above on the FCAT 2.0 Reading will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%

- G2.** The results of the 2013 FCAT 2.0 Writing Test indicates that 46% (77) of students achieved Level 3.5 proficiency. Our goal for the 2014 school year is to increase level 3.5 student proficiency by 5 percentage points to 51%

- G3.** Students scoring Level 3 and above on the FCAT 2.0 Math will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%

- G4.** Our goal for the 2013 school year in Science is to increase level 3 and above student proficiency by 6 percentage points from 42% to 48% in Gr. 5 and 6 percentage points in Gr 8 45% to 51%.

- G5.** Student participation in STEM related activities to increase student enrollment in STEM programs.

- G6.** Increase in awareness of CTE programs available in order for our students to make informed decisions.

- G7.** The percentage of students scoring Level 3 and above on the FCAT 2.0 Civics EOC meet state FLDOE standards

- G8.** Decrease the At-Risk activities and behaviors that lead to student failure

Goals Detail

G1. Students scoring Level 3 and above on the FCAT 2.0 Reading will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%

Targets Supported

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

Resources Available to Support the Goal

- Reading Coach
- McGraw Hill Reading Wonders
- McDougal Littell Literature
- Voyager - Intensive Reading
- Language! - Intensive Reading Plus
- SuccessMaker K-5
- Discovery Education
- FAIR

Targeted Barriers to Achieving the Goal

- As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 Hispanic, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Reading Application, Literary Analysis, Informational Text/Research Process, and Vocabulary.
- As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 Black and White. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Informational Text/Research Process, and Vocabulary.
- As noted on the 2013 administration of the FCAT 2.0 Reading Test performance data indicates many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/ Research Process, and Gr. 7 Vocabulary. These areas must be addressed in order to increase the number of students scoring Level 3.
- As noted on the 2013 administration of the FAA Reading Test 37% of the students did not meet the target standards in reading though 63% met standards they would benefit from maintenance of these Reading skills. These areas must be addressed to increase the number of students scoring at Level 4, 5, and 6.
- As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 All students, Black, Hispanic, White, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addresses in order to increase the student learning gains.
- As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 All students, Black, Hispanic, White, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary

Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addresses in order to increase the student learning gains in the Lowest 25%.

- As noted on the 2013 administration of the CELLA Listening/Speaking Test our 47% (117) students did not meet proficiency. Based on CELLA data the majority of our ELL students need opportunities to engage in academic language Cognitive Academic Language Proficiency (CALP)
- As noted on the 2013 administration of the CELLA Reading Test our 30% (74) students did not meet proficiency. Based on CELLA data the majority of our ELL students need opportunities to engage in academic language Cognitive Academic Language Proficiency (CALP)
- As noted on the 2013 administration of the CELLA Writing Test our 28% (70) students did not meet proficiency. Based on CELLA data the majority of our ELL students need opportunities to engage in academic language Cognitive Academic Language Proficiency (CALP)
- As noted on the 2012 administration of the FAA Reading Test 32% of the students did not meet the target standards in reading and 23% met standards and would benefit from maintenance of these Reading skills. These areas must be addressed to increase the number of students scoring at Level 7, 8, and 9
- As noted on the 2013 administration of the FCAT 2.0 Reading Test many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addressed to increase the number of students scoring at Level 4 and above.

Plan to Monitor Progress Toward the Goal

Grade Level Data Chats to discuss data and adjust instruction

Person or Persons Responsible

Homeroom Teachers, Subject Area Teacher, Literacy Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Mid-Year Edusoft Interim Data Reports and SIP Review Summative: 2014 FCAT 2.0 Reading Assessment Report and 2014 Florida Alternate Assessment Reading Data Report

G2. The results of the 2013 FCAT 2.0 Writing Test indicates that 46% (77) of students achieved Level 3.5 proficiency. Our goal for the 2014 school year is to increase level 3.5 student proficiency by 5 percentage points to 51%

Targets Supported

- Writing

Resources Available to Support the Goal

- Focus Calendar
- Rubric
- Collaboration Papers
- Anchor Sets
- FCAT 2.0 Writing Released Test

Targeted Barriers to Achieving the Goal

- As noted on the 2013 administration of the FCAT 2.0 Writing Test there is a significant drop of 26 percentage points in the students achieving proficiency from 72% (129) to 46% (77). While this significant drop can be attributed to cut score changes, students in grade scoring 3.5 or above also dropped 2 percentage points in FCAT performance when compared to the 2012 data . Strategies to increase writing skills for students in grade 4 must be implemented to increase the number of students scoring Level 3.5 and above.
- As noted on the 2013 administration of the FCAT 2.0 Writing Test there is a significant drop of 26 percentage points in the students achieving proficiency from 72% (129) to 46% (77). This significant drop can be attributed to cut score changes, there is a significant increase of 17 percentage points in students scoring 3.5 or above in 8th grade when compared to the 2012 performance on the FCAT. Strategies to increase and maintain writing skills for students in grade 8 must be implemented to increase the number of students scoring Level 3.5 and above.

Plan to Monitor Progress Toward the Goal

MidYear Writing Data Review

Person or Persons Responsible

Homeroom teacher, Language Arts/Reading Subject Area Teacher, Literacy Leadership Team, Reading Coach, and Administration

Target Dates or Schedule:

MidYear and End-of-Year

Evidence of Completion:

Formative: MidYear Interim Assessment Report Summative: FCAT 2.0 Writing Score Report

G3. Students scoring Level 3 and above on the FCAT 2.0 Math will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC

Resources Available to Support the Goal

- SuccessMaker
- Go Math with Common Core
- Work Text Course 1, 2, and 3
- Odyssey Learning
- Florida Achieves
- Destination Learning-Riverdeep

Targeted Barriers to Achieving the Goal

- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions.
- As noted on the 2013 administration of the FAA Mathematics Test 63% of the students met the target standards in math, the remaining 37% did not meet standards, those students would benefit from maintenance of these mathematics skills
- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 All Black, Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. These areas must be addressed to increase the number of students scoring Level 3 and above.
- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. Enrichment activities for student scoring Level 4 and above will assist to maintain and increase the students in the group. These areas must be addressed to increase the number of students scoring Level 4 and above.
- As noted on the 2013 administration of the FAA Mathematics Test 37% of the students did not meet the target standards in math though 63% met standards they would benefit from maintenance of these mathematics skills. These areas must be addressed to increase the number of students scoring at Level 4, 5, and 6.

- As noted on the 2013 administration of the FAA Mathematics Test 37% of the students did not meet the target standards in math though 63% met standards they would benefit from maintenance of these mathematics skills. These areas must be addressed in order to increase the number of students scoring Level 7, 8, and 9.
- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 Black, Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. These areas must be addressed in or to make learning gains in math.
- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 Black, Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. These areas must be addressed in or to make learning gains in lowest 25% scores in math.
- As noted on the 2013 administration of the Algebra I EOC Test all grade level content cluster scores remained stagnant and/or dropped. This is in part due the previous score equaling 100% proficiency. In order to maintain the high proficiency levels of the Middle School acceleration program and to increase the number of students scoring Level 4 and above enrichment in Algebra I is needed.
- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroup did not meet the Expected AMOs for 2013 Black. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Expressions, Equations, & Functions.
- As noted on the 2013 administration of the Algebra I EOC Test all grade level content cluster scores remained stagnant and/or dropped. This is due to an increase in the number of students not scoring proficient at Level 3. In order to maintain the high proficiency levels of the Middle School acceleration program and to increase the number of students scoring Level 3 in Algebra I opportunities to use algebraic representations in real-world is needed.

Plan to Monitor Progress Toward the Goal

Monitoring will occur during data reviews, classroom walkthroughs, and teacher observations.

Person or Persons Responsible

MTSS/Rtl Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule:

Interim Mathematics Assessment periods

Evidence of Completion:

Formative: MidYear Edusoft Data Report and Slp Review Summative: 2014 FCAT 2.0 Mathematics Assessment Data Reports and 2014 Florida Alternate Assessment Mathematics Assessment Data Reports

G4. Our goal for the 2013 school year in Science is to increase level 3 and above student proficiency by 6 percentage points from 42% to 48% in Gr. 5 and 6 percentage points in Gr 8 45% to 51%.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

- P-Sell Science

Targeted Barriers to Achieving the Goal

- As noted on the 2013 administration of the FCAT 2.0 Science Test the Reporting Category scores that remained stagnant or decreased in the 5th grade are Earth & Space Science and Physical Science. These areas must be addressed in order to increase the number of students scoring at Level 3.
- As noted on the 2013 administration of the FCAT 2.0 Science Test the Reporting Category scores that remained stagnant or decreased in the 5th grade are Nature of Science, Life Science, and Physical Science. Providing enrichment activities may help to increase the number of students able to score Level 4 and above on the Gr. 5 Science test. These areas must be addressed in order to increase the number of students scoring at Level 4 or above.
- As noted on the 2013 administration of the FCAT 2.0 Science Test the Reporting Category scores that remained stagnant or decreased in the 8th Grade is the Nature of Science. These areas must be addressed in order to increase the number of students scoring at Level 3.
- As noted on the 2013 administration of the FCAT 2.0 Science Test the Reporting Category scores that remained stagnant or decreased in the 8th Grade is the Nature of Science. Providing enrichment activities may help to increase the number of students able to score Level 4 and above on the Gr. 8 Science test. These areas must be addressed in order to increase the number of students scoring at Level 4 or above.

Plan to Monitor Progress Toward the Goal

MTSS/Rtl Leadership Team, 5th Grade Level Chair, and Administration

Person or Persons Responsible

5th Gr Science Teachers, 8th Grade Science Teacher, MTSS/Rtl Leadership Team, and Administration

Target Dates or Schedule:

MidYear Science Interim Assessment

Evidence of Completion:

Formative: MidYear Edusoft Science Data and SIP Review Summative: 2014 FCAT 2.0 Science Assessment Data Reports

G5. Student participation in STEM related activities to increase student enrollment in STEM programs.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- A limited amount of students are exposed to the STEM Program of study due to a necessity to be enrolled in specific Reading and or Math Intensive courses

Plan to Monitor Progress Toward the Goal

MYP technology Logs will be used to gauge program effectiveness through the demonstration of progressive participation in STEM activities

Person or Persons Responsible

MYP technology Teachers, Gr 6-8 Science Teachers, MTSS/RtI Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule:

End-of Year

Evidence of Completion:

Summative: 2014 MYP technology Logs collected

G6. Increase in awareness of CTE programs available in order for our students to make informed decisions.

Targets Supported

- CTE

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- Need for training Career Technical Education development and training for the middle grade teachers

Plan to Monitor Progress Toward the Goal

Review of CTE activities and programs for the 2013-14 school year.

Person or Persons Responsible

Articulation Team, MTSS/RtI Leadership Team, Grade Level Chairs, and Administration will monitor the implementation of the various strategies

Target Dates or Schedule:

Annually

Evidence of Completion:

CTE Activity Logs for the 2013-14 school year

G7. The percentage of students scoring Level 3 and above on the FCAT 2.0 Civics EOC meet state FLDOE standards

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- Civics, Economics, and Geography Curriculum
- Curriculum & Instruction Social Studies division Civics instruction supplemental packet

Targeted Barriers to Achieving the Goal

- Upon review of the District Baseline Assessment it was found that 35% of students were proficient in Civics knowledge. After a review of course benchmarks it has been determined that students require more instruction in the area of Government Policies and political Processes(37%), Organization and Function of Government (33%), Origins and Purpose of Law and Government (32%), and Roles, Rights, and Responsibilities (39%).

Plan to Monitor Progress Toward the Goal

District Interim Assessments will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

Person or Persons Responsible

Civics Teacher, MTSS/Rtl Leadership Team, and Administration

Target Dates or Schedule:

MidYear Interim Data Review

Evidence of Completion:

Formative: MidYear Civics Edusoft Data Report and SIP Review Summative: 2014 FCAT 2.0 Civics EOC

G8. Decrease the At-Risk activities and behaviors that lead to student failure

Targets Supported

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

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- Students that miss 10 percent or more of available instructional time have a high likelihood of missing instruction critical to succeed within the curriculum.
- Students not proficient in Reading by Gr 3 have a high likelihood of not passing the FCAT and possibly being retained.
- Students that receive behavior referrals have a high likelihood of missing instructional time in order to address behavioral short falls.
- Students that miss 10 percent or more of available instructional time have a high likelihood of missing instruction critical to succeed within the curriculum.
- Student who fail mathematics and two or more courses are at-risk of not graduating high school and not passing the necessary assessments to move on to post-secondary education.
- Students that receive behavior referrals have a high likelihood of missing instructional time to address behavioral issues.

Plan to Monitor Progress Toward the Goal

Evaluate the Attendance Program for student success in the area of attendance. MidYear Review of Interim Reading Assessment Data for Gr 3

Person or Persons Responsible

MTSS/Rtl Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule:

Annually

Evidence of Completion:

Annual Attendance Report FCAT 2.0 Gr 3 Reading Assessment Report Annual SPI Report for SCAMS processed

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students scoring Level 3 and above on the FCAT 2.0 Reading will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%

G1.B1 As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 Hispanic, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Reading Application, Literary Analysis, Informational Text/Research Process, and Vocabulary.

G1.B1.S1 Provide students with differentiated instruction through the use of web-based programs that generate data reports.

Action Step 1

- Implement grade level data chats in order to guide reading instruction which promotes the use of context clues, the use of concept maps, word meanings, phrases, and expressions, relevant story details, and instruction in the ability to synthesize, analyze, and evaluate information.
- Infuse SuccessMaker, Reading Plus, and reading Wonders internet based differentiated instructional tools. To support traditional instruction in the area of prefix & suffix, base words, root words, antonyms, synonyms, and multiple meaning words.
- Assign an hourly teacher to Push-In to third Grade ELL.
- Provide professional development for teachers of ELL students grades K, 1, 3, and 6-8 for Reading Instruction and CELLA DATA interpretation.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Reading Instruction

Person or Persons Responsible

Homeroom teacher, language arts/reading subject area teacher, after school tutoring teacher, and pull-out instruction paraprofessional

Target Dates or Schedule

During regular instructional time, after school tutoring, and during pull-out instruction.

Evidence of Completion

SuccessMaker Reports and Interim Edusoft Reports

Facilitator:

Reading Coach/IB MYP Coordinator

Participants:

Grades PreK-5 Teachers (SuccessMaker and Reading Wonders) Grades PreK-8 Edusoft Data Training

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

Monitor the implementation of the various strategies. Monitoring will occur during data reviews, lesson plan reviews during classroom walkthroughs and teacher observations.

Person or Persons Responsible

Literacy Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Monthly Grade Level Meetings and Interim Assessment periods

Evidence of Completion

Interim Assessment Reports

Plan to Monitor Effectiveness of G1.B1.S1

District Quarterly Assessments provided by C& I will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

Person or Persons Responsible

Literacy Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Interim Assessment Periods

Evidence of Completion

Interim Assessment Reports

G1.B2 As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 Black and White. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Informational Text/Research Process, and Vocabulary.

G1.B2.S1 Provide opportunities for students to practice in determining the meaning of general academics and domain specific words at various grade levels.

Action Step 1

- Implement grade level data chats in order to guide reading instruction which promotes the use of context clues, the use of concept maps, word meanings, phrases, and expressions, relevant story details, and instruction in the ability to synthesize, analyze, and evaluate information.
- Provide opportunities for students to utilize Author's Tools, literacy devices, and figurative language.
- Train students to cite strong and use textual evidence within informational text as well as use inferences from text.
- Provide reading intervention for those students whose data shows regression and/or probability of regressing levels through the use of an hourly teacher four times a week.
- During Spanish, in grades K-5, homeroom teachers provide small group targeted reading instruction to selected students for 30 minutes per day, in addition to the Reading/Language Arts 90 minute block instruction.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.

Person or Persons Responsible

Homeroom Teacher, Language Arts/Reading subject area teacher, after school tutoring teacher, and pull-out instruction paraprofessional

Target Dates or Schedule

Weekly during regular instruction and intervention

Evidence of Completion

Informational Text and Vocabulary scores noted on the Interim Assessment reports

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

Monitor the implementation of the various strategies. Monitoring will occur during data reviews, lesson plan reviews during classroom walkthroughs and teacher observations

Person or Persons Responsible

Homeroom Teacher, Language Arts/Reading Teacher, Literacy Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Monthly Grade level Meeting

Evidence of Completion

Interim Assessment Reports

Plan to Monitor Effectiveness of G1.B2.S1

District Quarterly Assessments provided by C& I will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores

Person or Persons Responsible

Homeroom Teacher, Subject Area Teacher, Literacy Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Interim Assessment Periods

Evidence of Completion

Edusoft Data Reports

G1.B3 As noted on the 2013 administration of the FCAT 2.0 Reading Test performance data indicates many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addressed in order to increase the number of students scoring Level 3.

G1.B3.S1 Provide practice in determining meaning of general academic and domain specific words in phrases in text relevant to topic, subject area, and grade level to address vocabulary needs.

Action Step 1

- Provide opportunities for students to read and comprehend literature and informational text at the high of text complexity to address Informational Text/Research Process.
- Implement rigorous process to shore up student skills in identifying Author's Purpose, including Purpose Charts, Two-Column Notes, Venn Diagrams, and Main Idea Tables. To support additional instruction in Reading Application.
- Provide reading intervention for those students whose data shows regression and/or probability of regressing levels through the use of an hourly teacher four times a week.
- During Spanish, in grades K-5, homeroom teachers provide small group targeted reading instruction to selected students for 30 minutes per day, in addition to the Reading/Language Arts 90 minute block instruction.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.
- Pull Middle grade bubble students during elective courses for Reading intervention.

Person or Persons Responsible

Homeroom and Language Arts/Reading Subject Area Teachers

Target Dates or Schedule

During regular Language Arts/Reading Instruction

Evidence of Completion

Course Curriculum Assessment Data Reports

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

Homeroom Teacher/Language Arts/Reading Teacher will review student performance data regularly to gauge progress.

Person or Persons Responsible

Homeroom Teacher and Language Arts/Reading Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Course Curriculum Assessment Data

Plan to Monitor Effectiveness of G1.B3.S1

Grade Level Data Reaview and Chats

Person or Persons Responsible

Homeroom Teacher, Language Arts/Reading Teacher, Literacy Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Edusoft Interim data reports

G1.B4 As noted on the 2013 administration of the FAA Reading Test 37% of the students did not meet the target standards in reading though 63% met standards they would benefit from maintenance of these Reading skills. These areas must be addressed to increase the number of students scoring at Level 4, 5, and 6.

G1.B4.S1 Utilize behavioral modification activities to support instruction and increase student academic knowledge

Action Step 1

- Shaping Behavior Approach will be used to support successful approximation teaching and retention of academic skills. Through reinforcement of positive behavioral results with the PMH group
- Implement the Unique Learning System curriculum through thematic units to support reading instruction at the students individual reading levels for the TMH group.

Person or Persons Responsible

Homeroom Teacher

Target Dates or Schedule

During regular Language Arts/Reading instruction

Evidence of Completion

Course curriculum assessments

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

Individual student progress data review

Person or Persons Responsible

Homeroom Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Course Curriculum Assessment reports

Plan to Monitor Effectiveness of G1.B4.S1

Quarterly IEP Review of Goals

Person or Persons Responsible

Homeroom Teacher, Literacy Leadership Team, SPED Team, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher made Quarterly Assessments provided will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores

G1.B5 As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 All students, Black, Hispanic, White, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addresses in order to increase the student learning gains.

G1.B5.S1 Implement supplemental instructional strategies to increase students making learning gains.

Action Step 1

- Implement grade level data chats in order to guide reading instruction which promotes the use of context clues, the use of concept maps, word meanings, phrases, and expressions, relevant story details, and instruction in the ability to synthesize, analyze, and evaluate information.
- Infuse SuccessMaker, Reading Plus, Voyager and Intensive Reading and Intensive Reading Plus programs. To support traditional instruction in Reading.
- Identify students in the lowest 25% and provide after-school tutorial intervention to address reading deficiencies.
- Provide reading intervention for those students whose data shows regression and/or probability of regressing levels through the use of an hourly teacher four times a week.
- Assign an hourly teacher to Push-In to third Grade ELL.
- Provide professional development for teachers of ELL students grades K, 1, 3, and 6-8 for Reading Instruction and CELLA DATA interpretation.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Reading Instruction
- During Spanish, in grades K-5, homeroom teachers provide small group targeted reading instruction to selected students for 30 minutes per day, in addition to the Reading/Language Arts 90 minute block instruction.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.
- Pull Middle grade bubble students during elective courses for Reading intervention.

Person or Persons Responsible

Homeroom Teachers and Language Arts/Reading Teachers

Target Dates or Schedule

During after-school tutoring, pull-out instruction, and intervention instruction

Evidence of Completion

Web-based program data reports provided by supplemental instructional programs.

Facilitator:

Reading Coach/IB MYP Coordinator

Participants:

Gr K-5 Homeroom Teachers and Gr 6-8 Language Arts/Reading Teachers

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

Teachers will review individual student performance data

Person or Persons Responsible

Homeroom Teacher and Language Arts/Reading Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Web-based program data reports

Plan to Monitor Effectiveness of G1.B5.S1

Grade Level Data Review/Chats

Person or Persons Responsible

Homeroom Teacher, Language Arts/Reading, Literacy Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Edusoft Interim Data Reports

G1.B6 As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 All students, Black, Hispanic, White, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addresses in order to increase the student learning gains in the Lowest 25%.

G1.B6.S1 Implement supplemental instructional strategies to increase students making learning gains.

Action Step 1

- Provide before and after school tutoring for targeted students in the Reading subject area.
- Determine core instructional needs by reviewing FAIR (Florida Assessments in Reading) assessment data for all Hispanic, Economically Disadvantaged, ELL, and SWD students. Plan differentiated instruction using Voyager
- Include higher order thinking questions in lesson plans to improve critical thinking skills and reading comprehension.
- Provide reading intervention for those students whose data shows regression and/or probability of regressing levels through the use of an hourly teacher four times a week.
- Assign an hourly teacher to Push-In to third Grade ELL.
- Provide professional development for teachers of ELL students grades K, 1, 3, and 6-8 for Reading Instruction and CELLA DATA interpretation.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Reading Instruction
- During Spanish, in grades K-5, homeroom teachers provide small group targeted reading instruction to selected students for 30 minutes per day, in addition to the Reading/Language Arts 90 minute block instruction.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.
- Pull Middle grade bubble students during elective courses for Reading intervention.

Person or Persons Responsible

Homeroom Teacher, Language Arts/Reading Teacher, and Reading Coach

Target Dates or Schedule

During after school tutoring, pull-out tutoring, and intervention instruction

Evidence of Completion

Web-based program data reports provided by the supplemental instructional programs

Facilitator:

Reading Coach/IB MYP Coordinator

Participants:

Gr K-5 Homeroom and Gr 6-8 Language Arts/Reading Teachers

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

Review individual student data for progress

Person or Persons Responsible

Homeroom teacher; Language Arts/Reading Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Web-based supplemental education program reports

Plan to Monitor Effectiveness of G1.B6.S1

Grade Level data review and chats to assess student progress.

Person or Persons Responsible

Homeroom Teacher, Language Arts/Reading Teacher, Literacy Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Edusoft Data Reports

G1.B7 As noted on the 2013 administration of the CELLA Listening/Speaking Test our 47% (117) students did not meet proficiency. Based on CELLA data the majority of our ELL students need opportunities to engage in academic language Cognitive Academic Language Proficiency (CALP)

G1.B7.S1 Provide intervention and supplemental program support for regular Listening and speaking instruction.

Action Step 1

- Immediate intervention through support (push-in, pull-out) will be provided for students not scoring proficient
- Instruction and targeted intervention is planned in correlation with methods of teaching English Language Learners
- School-wide test taking strategies are embedded in daily instruction
- Assign an hourly teacher to Push-In to third Grade ELL.
- Provide professional development for teachers of ELL students grades K, 1, 3, and 6-8 for Reading Instruction and CELLA DATA interpretation.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Reading Instruction.

Person or Persons Responsible

Homeroom Teacher; Language Arts/Reading Teacher; ESOL Teacher

Target Dates or Schedule

During regular Language Arts/Reading instruction.

Evidence of Completion

Course curriculum assessment reports

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

Individual student data review

Person or Persons Responsible

Homeroom Teacher; Language Arts/Reading

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Course curriculum data reports

Plan to Monitor Effectiveness of G1.B7.S1

Grade level data review and chat

Person or Persons Responsible

Homeroom Teacher, Language Arts/Reading, ESOL Teacher, Literacy Leadership Team, ELL Coordinator, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Edusoft data reports

G1.B8 As noted on the 2013 administration of the CELLA Reading Test our 30% (74) students did not meet proficiency. Based on CELLA data the majority of our ELL students need opportunities to engage in academic language Cognitive Academic Language Proficiency (CALP)

G1.B8.S1 Provide intervention and supplemental program support for regular Reading instruction and vocabulary expansion.

Action Step 1

- Reading benchmarks are used in non-tested subject areas to strengthen reading instruction.
- Vocabulary instruction is reinforced and content specific vocabulary is introduced.
- Pacing Guides and Focus Calendars are used to regulate instruction.
- Assign an hourly teacher to Push-In to third Grade ELL.
- Provide professional development for teachers of ELL students grades K, 1, 3, and 6-8 for Reading Instruction and CELLA DATA interpretation.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Reading Instruction

Person or Persons Responsible

Homeroom Teacher, Language Arts/Reading; ESOL Teacher

Target Dates or Schedule

During regular language arts/reading instruction

Evidence of Completion

Course curriculum assessment data

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

Individual student data reviews

Person or Persons Responsible

Homeroom Teacher; Language Arts/Reading Teacher, ESOL Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Course curriculum data reports

Plan to Monitor Effectiveness of G1.B8.S1

Grade level data review and chats

Person or Persons Responsible

Homeroom Teacher, Language Arts/Reading Teacher, Literacy Leadership Team, ELL Coordinator, and Administration

Target Dates or Schedule

Interim Assessment periods

Evidence of Completion

Interim Edusoft data reports

G1.B9 As noted on the 2013 administration of the CELLA Writing Test our 28% (70) students did not meet proficiency. Based on CELLA data the majority of our ELL students need opportunities to engage in academic language Cognitive Academic Language Proficiency (CALP)

G1.B9.S1 Provide opportunities for ESOL students to practice writing skills and writing process.

Action Step 1

- Students will utilize organizational plans and drafting techniques to assist in acquiring writing process daily
- Vocabulary instruction is reinforced and content specific vocabulary is introduced in order to expand the student's cadre of words.
- Students will participate in writing daily to increase writing fluency.
- Assign an hourly teacher to Push-In to third Grade ELL.
- Provide professional development for teachers of ELL students grades K, 1, 3, and 6-8 for Reading Instruction and CELLA DATA interpretation.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Reading Instruction.

Person or Persons Responsible

Homeroom Teacher, Language Arts/Reading Teacher, ESOL Teacher

Target Dates or Schedule

During regular language arts/reading instruction

Evidence of Completion

Course curriculum assessment data reports

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

Individual student data reviews

Person or Persons Responsible

Homeroom Teacher; Language Arts/Reading Teacher; ESOL Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Course curriculum assessment data reports

Plan to Monitor Effectiveness of G1.B9.S1

Grade Level data review and chat

Person or Persons Responsible

Homeroom Teacher, Language Arts/Reading Teacher, ESOL Teacher,

Target Dates or Schedule

Interim assessment periods

Evidence of Completion

Interim Edusoft data reports

G1.B10 As noted on the 2012 administration of the FAA Reading Test 32% of the students did not meet the target standards in reading and 23% met standards and would benefit from maintenance of these Reading skills. These areas must be addressed to increase the number of students scoring at Level 7, 8, and 9

G1.B10.S1 Implement enrichment activities to support an increase in the number of students scoring above average.

Action Step 1

- Provide students the opportunity to demonstrate knowledge of object names and ability to label the objects
- Allow students to apply knowledge of language and demonstrate how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading.

Person or Persons Responsible

Homeroom Teacher

Target Dates or Schedule

During regular Language Arts/Reading instruction

Evidence of Completion

Course curriculum assessments

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

Monitor student progress within the enrichment program

Person or Persons Responsible

Homeroom Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Course curriculum assessment reports, teacher made assessment reports

Plan to Monitor Effectiveness of G1.B10.S1

Quarter IEP review of goals

Person or Persons Responsible

Homeroom Teacher, Literacy Leadership Team, SPED Team, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher made assessment will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores

G1.B11 As noted on the 2013 administration of the FCAT 2.0 Reading Test many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addressed to increase the number of students scoring at Level 4 and above.

G1.B11.S1 Implement enrichment activities designed to increase student understanding of the different aspects of literacy.

Action Step 1

- Provide opportunities for students to participate in Research-Based projects through the use of Discover Education (K-12)
- Provide interactive instruction in the middle grades through the use of SMARTBoards in the Language Arts classes
- Implement the six transdisciplinary themes of the IB PYP Programme which enrich and support reading instruction in the area of Main Idea, Relevant Detail, Conclusion and Inferences.
- Implement enriched reading instruction through the use of the five Areas of Interaction of the IB MYP Programme which will include word relationships, multiple meanings, and analyzing text.
- Provide reading intervention for those students whose data shows regression and/or probability of regressing levels through the use of an hourly teacher four times a week.
- During Spanish, in grades K-5, homeroom teachers provide small group targeted reading instruction to selected students for 30 minutes per day, in addition to the Reading/Language Arts 90 minute block instruction.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.
- Pull Middle grade bubble students during elective courses for Reading intervention.

Person or Persons Responsible

Homeroom Teacher; Language Arts/Reading Teacher

Target Dates or Schedule

During regular instructional time

Evidence of Completion

Curriculum assessment reports, Students work product, Grade book reports

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

Evaluate student progress within enrichment activities

Person or Persons Responsible

Homeroom Teacher; Language Arts/Reading Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student work product, Grade book reports

Plan to Monitor Effectiveness of G1.B11.S1

Monitor the implementation of enrichment activities tied to literacy.

Person or Persons Responsible

Homeroom Teacher, Language Arts/Reading Teacher, Literacy Leadership Team, Grade Level Chairs, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Curriculum assessment reports, Interim Assessment Reports, Student work product, Grade book reports

G2. The results of the 2013 FCAT 2.0 Writing Test indicates that 46% (77) of students achieved Level 3.5 proficiency. Our goal for the 2014 school year is to increase level 3.5 student proficiency by 5 percentage points to 51%

G2.B1 As noted on the 2013 administration of the FCAT 2.0 Writing Test there is a significant drop of 26 percentage points in the students achieving proficiency from 72% (129) to 46% (77). While this significant drop can be attributed to cut score changes, students in grade scoring 3.5 or above also dropped 2 percentage points in FCAT performance when compared to the 2012 data . Strategies to increase writing skills for students in grade 4 must be implemented to increase the number of students scoring Level 3.5 and above.

G2.B1.S1 Increase writing skills and opportunities to practice writing process strategies for students in Grade 4.

Action Step 1

- Students will use the writing process daily; all writing will be dated, and recorded in a writing portfolio for monitoring of growth across time.
- Writing Focus Calendars will be created and implemented into the instruction, where the students will be given expository and narrative tests monthly.
- Modeling and coach provided by the Reading Coach for Language Arts Reading Teachers in Grade 4
- Language Arts/Reading teachers will conference with students regarding their writing progress within the curriculum

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

During regular language arts instructional period

Evidence of Completion

Student writing samples

Facilitator:

Reading Coach

Participants:

Gr 4 Homeroom Teachers

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

Individual students writing sample review

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Created Writing Assessments will be used to produce student writing samples

Plan to Monitor Effectiveness of G2.B1.S1

Gauge program effectiveness through the demonstration of progressive increase in student performance scores.

Person or Persons Responsible

Language Arts Teacher, Literacy Leadership Team, Reading Coach, and Administration

Target Dates or Schedule

Quarterly writing sample reviews

Evidence of Completion

MidYear Writing Interim Assessment

G2.B2 As noted on the 2013 administration of the FCAT 2.0 Writing Test there is a significant drop of 26 percentage points in the students achieving proficiency from 72% (129) to 46% (77). This significant drop can be attributed to cut score changes, there is a significant increase of 17 percentage points in students scoring 3.5 or above in 8th grade when compared to the 2012 performance on the FCAT. Strategies to increase and maintain writing skills for students in grade 8 must be implemented to increase the number of students scoring Level 3.5 and above.

G2.B2.S1 Increase writing skills and opportunities to practice writing process strategies for students in Grade 8.

Action Step 1

- Students will use the writing process daily; all writing will be dated, and recorded in a writing portfolio for monitoring of growth across time.
- Writing Focus Calendars will be created and implemented into the instruction, where the students will be given expository and narrative tests monthly.
- Modeling and coach provided by the Reading Coach for Language Arts Reading Teachers in Grade 8
- Language Arts/Reading teachers will conference with students regarding their writing progress within the curriculum

Person or Persons Responsible

Language Arts/Reading Subject Area Teacher

Target Dates or Schedule

During regular instructional time

Evidence of Completion

Student Writing Work Samples

Facilitator:

Klahr

Participants:

Grade 8 Language Arts/Reading Teacher

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

Monthly review of student writing progress within the curriculum

Person or Persons Responsible

Language Arts/Reading Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student work sample writing portfolio/composition notebook

Plan to Monitor Effectiveness of G2.B2.S1

Grade level data reviews

Person or Persons Responsible

Language Arts/Reading Subject Area Teacher, Literacy Leadership Team, Reading Coach, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher made writing assessment reports

G3. Students scoring Level 3 and above on the FCAT 2.0 Math will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%

G3.B1 As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions.

G3.B1.S1 Provide opportunities for students to learn various ways to address higher order math question with two or more steps needed in order to solve.

Action Step 1

- Provide opportunities for students to extend numeric or graphic patterns beyond the next element in a numeric or graphic pattern to address Gr. 3-5 Operations and statistics.
- Provide opportunities for students to compose, decompose, and transform polygons to create and identify other polygons; measure objects using the metric system to address Gr 4-5 Operations and Statistics and Gr 6-8 Geometry & Measurement
- Provide students opportunities to utilize problem solving strategies by implementing inquiry based learning activities to develop meaning and conceptual understanding to address Gr. 6-8 Geometry & Measurement, Gr. 7 Base Ten, Gr. 8 Operations, Problems, & Statistics
- Develop student's ability to make sense of real-world application problems involving expressions, equations, and functions to address Gr 8 Expressions, Equations, & Functions
- Assign an hourly teacher to Push-In to third Grade ELL.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Math Instruction
- Pull Middle grade bubble students during elective courses for Math intervention.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.

Person or Persons Responsible

Homeroom Teacher; Math Teacher

Target Dates or Schedule

During regular classroom instruction

Evidence of Completion

Course curriculum assessment reports

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

Individual student data review

Person or Persons Responsible

Homeroom Teacher; Math Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Course curriculum assessment reports

Plan to Monitor Effectiveness of G3.B1.S1

Grade Level data review and chats

Person or Persons Responsible

MTSS/RtI Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Edusoft data reports

G3.B2 As noted on the 2013 administration of the FAA Mathematics Test 63% of the students met the target standards in math, the remaining 37% did not meet standards, those students would benefit from maintenance of these mathematics skills

G3.B2.S1 Implement higher order/challenging math problem solving strategies.

Action Step 1

- Provide opportunities for students to make sense of math problems and persevere in solving them
- Provide opportunities for students to use appropriate math tools strategically
- Instruct students to look for and express regularity in repeated reasoning

Person or Persons Responsible

Homeroom Teachers; Math Teachers

Target Dates or Schedule

During regular math instruction and instructional support

Evidence of Completion

Teacher made assessments will be used to gauge program implementation

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

Review of student academic progress

Person or Persons Responsible

Homeroom Teacher; Math Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Teacher made assessments will be used to gauge program implementation

Plan to Monitor Effectiveness of G3.B2.S1

Monthly grade level data chats and reviews

Person or Persons Responsible

Homeroom Teacher, Math teacher, MTSS/Rti Leadership Team, SPED Team, and Administration

Target Dates or Schedule

SPED Team data review meetings.

Evidence of Completion

Teacher made Quarterly Assessments provided will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

G3.B3 As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 All Black, Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. These areas must be addressed to increase the number of students scoring Level 3 and above.

G3.B3.S1 Develop lessons to incorporate math problem solving strategies to solve two or step problems

Action Step 1

- Provide opportunities for students to extend numeric or graphic patterns beyond the next element in a numeric or graphic pattern to address Gr. 3-5 Operations and statistics.
- Provide opportunities for students to compose, decompose, and transform polygons to create and identify other polygons; measure objects using the metric system;
- Provide students opportunities to utilize problem solving strategies by implementing inquiry based learning activities to develop meaning and conceptual understanding to address Gr. 6-8 Geometry & Measurement, Gr. 7 Base Ten, Gr. 8 Operations, Problems, & Statistics
- Develop student's ability to make sense of real-world application problems involving expressions, equations, and functions to address Gr 8 Expressions, Equations, & Functions
- Assign an hourly teacher to Push-In to third Grade ELL.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Math Instruction
- Pull Middle grade bubble students during elective courses for Math intervention.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.

Person or Persons Responsible

Homeroom Teacher; Math Teacher

Target Dates or Schedule

During regular math instruction

Evidence of Completion

Teacher lesson plans and grade book assessments

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

Student progress monitoring.

Person or Persons Responsible

Homeroom Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Grade book data reports for student progress

Plan to Monitor Effectiveness of G3.B3.S1

Grade level data review and chats to monitor the effectiveness of the various strategies.

Person or Persons Responsible

Homeroom Teacher, Math Teacher, MTSS/RtI Leadership Team, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Quarterly Assessments provided by C& I will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

G3.B4 As noted on the 2013 administration of the FCAT 2.0 Mathematics Test all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. Enrichment activities for student scoring Level 4 and above will assist to maintain and increase the students in the group. These areas must be addressed to increase the number of students scoring Level 4 and above.

G3.B4.S1 Provide opportunities for students to expand math skills and knowledge

Action Step 1

- Provide enrichment opportunities for students to compare and order fractions using area, set, and linear models to address Gr. 3-5 Operations and statistics and fractions.
- Provide opportunities for students to multiply multi-digit whole numbers through four digits, including solving real-world problems Gr. 3-5 Operations and Statistics, Fractions, and Geometry & Measurement
- Provide students with enrichment opportunities through the use of open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking Gr. 6-8 Geometry & Measurement, Gr. 7 Base Ten, Gr. 8 Operations, Problems, & Statistics
- Develop student's thematic projects to help students understand, analyze, and determine the relative size of numbers in the real-world
- Pull Middle grade bubble students during elective courses for Math intervention.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.

Person or Persons Responsible

Homeroom Teacher; Math Teachers

Target Dates or Schedule

During regular math instruction

Evidence of Completion

Lesson Plans, Grade book reports, student progress reports

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

Review of student math skills advancement through curriculum data reports.

Person or Persons Responsible

Homeroom Teacher; Math Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Curriculum assessment reports; Lesson Plans

Plan to Monitor Effectiveness of G3.B4.S1

Review of student progress through data chats

Person or Persons Responsible

Homeroom Teacher, Math Teacher, MTSS/RtI Leadership Team, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Quarterly Assessments provided by C& I will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

G3.B5 As noted on the 2013 administration of the FAA Mathematics Test 37% of the students did not meet the target standards in math though 63% met standards they would benefit from maintenance of these mathematics skills. These areas must be addressed to increase the number of students scoring at Level 4, 5, and 6.

G3.B5.S1 Implement a more challenging math curriculum to support student progress within the math curriculum

Action Step 1

- Provide opportunities for students to make sense of math problems and persevere in solving them
- Provide opportunities for students to use appropriate math tools strategically
- Instruct students to look for and express regularity in repeated reasoning

Person or Persons Responsible

Homeroom Teacher; Math Teacher

Target Dates or Schedule

During regular math instruction

Evidence of Completion

Teacher made Quarterly Assessments will be used to gauge program implementation

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

Teacher monitoring of student progress

Person or Persons Responsible

Homeroom Teacher; math Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Teacher made Quarterly Assessments will be used to gauge program implementation

Plan to Monitor Effectiveness of G3.B5.S1

Monitor the implementation of the various strategies

Person or Persons Responsible

Homeroom Teacher, Math Teacher, MTSS/Rti Leadership Team, SPED Team, and Administration

Target Dates or Schedule

SPED Team data review meetings

Evidence of Completion

Teacher made Quarterly Assessments provided will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

G3.B6 As noted on the 2013 administration of the FAA Mathematics Test 37% of the students did not meet the target standards in math though 63% met standards they would benefit from maintenance of these mathematics skills. These areas must be addressed in order to increase the number of students scoring Level 7, 8, and 9.

G3.B6.S1 Provide opportunities for students to advance their math skills.

Action Step 1

- Provide enrichment opportunities for students to represent real-world math problems by plotting points on the first quadrant of a coordinate
- Provide enrichment opportunities for students to classify two-dimensional figures in a hierarchy based on properties.

Person or Persons Responsible

Homeroom Teacher; Math Teacher

Target Dates or Schedule

SPED Team data review meetings

Evidence of Completion

Teacher made Quarterly Assessments will be used to gauge program implementation

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

Student progress monitoring

Person or Persons Responsible

Homeroom Teacher; Math Teacher

Target Dates or Schedule

SPED Team data review meetings

Evidence of Completion

Teacher made Quarterly Assessments will be used to gauge program implementation

Plan to Monitor Effectiveness of G3.B6.S1

Monitor the implementation of the various strategies

Person or Persons Responsible

MTSS/Rti Leadership Team, SPED Team, and Administration

Target Dates or Schedule

SPED Team data review meetings

Evidence of Completion

Teacher made Quarterly Assessments provided will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

G3.B7 As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 Black, Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. These areas must be addressed in or to make learning gains in math.

G3.B7.S1 Targeted student support in math instruction to increase student success

Action Step 1

- Identify students in the lowest 25% and provide after-school tutorial intervention to address mathematical deficiencies.
- Provide opportunities for students to identify models of multiplication and/or division for basic multiplication facts and/or related division facts Gr. 3-5 Operations and statistics.
- Support mathematics fluency and problem solving skills in the areas of determining the area of a polygon and identifying angles and transformations by providing time and practice.
- Assign an hourly teacher to Push-In to third Grade ELL.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Math Instruction
- Pull Middle grade bubble students during elective courses for Math intervention.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.

Person or Persons Responsible

Homeroom Teacher; Math Teacher; Tutoring Teacher

Target Dates or Schedule

During regular math instruction and after math tutoring

Evidence of Completion

Curriculum assessments in class, grade book, and tutoring post-test(s)

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

Student progress data review.

Person or Persons Responsible

Homeroom Teacher, Math Teacher After School Tutor

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Curriculum Assessment data reports, Grade book data, After School program Data

Plan to Monitor Effectiveness of G3.B7.S1

Student progress monitoring will occur during data reviews

Person or Persons Responsible

Homeroom Teacher, math MTSS/Rtl Leadership Team, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Quarterly/Interim Assessments provided by C& I will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

G3.B8 As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 Black, Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. These areas must be addressed in or to make learning gains in lowest 25% scores in math.

G3.B8.S1 Increase student opportunities to practice math skills

Action Step 1

- Identify students in the lowest 25% and provide after-school tutorial intervention to address mathematical deficiencies.
- Provide opportunities for students to identify models of multiplication and/or division for basic multiplication facts and/or related division facts Gr. 3-5 Operations and statistics.
- Support mathematics fluency and problem solving skills in the areas of determining the area of a polygon and identifying angles and transformations by providing time and practice.
- Develop student's ability to make sense of real-world application problems involving expressions, equations, and functions to address Gr 8 Expressions, Equations, & Functions
- Assign an hourly teacher to Push-In to third Grade ELL.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Math Instruction
- Pull Middle grade bubble students during elective courses for Math intervention.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.

Person or Persons Responsible

Homeroom Teacher, Math teacher

Target Dates or Schedule

During regular math instruction and after school tutoring

Evidence of Completion

Lesson Plans, Grade book reports, Curriculum assessment reports

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

Monitor progress of students in the lowest 25%

Person or Persons Responsible

Homeroom Teacher, Math Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Curriculum Assessment Reports, Lesson Plans, Grade book reports

Plan to Monitor Effectiveness of G3.B8.S1

Students in the lowest 25% progress monitoring will occur during data reviews

Person or Persons Responsible

Homeroom Teacher, Math Teacher, MTSS/RtI Leadership Team, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Quarterly Assessments provided by C& I will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

G3.B9 As noted on the 2013 administration of the Algebra I EOC Test all grade level content cluster scores remained stagnant and/or dropped. This is in part due the previous score equaling 100% proficiency. In order to maintain the high proficiency levels of the Middle School acceleration program and to increase the number of students scoring Level 4 and above enrichment in Algebra I is needed.

G3.B9.S1 Implement a program of Algebra I study to allow continued student advancement

Action Step 1

- Provide opportunities for students to symbolically represent, solve, graph, interpret, analyze, and apply concepts of linear equations in two variables.
- Provide opportunities for students to real world problems using the quadratic equation.
- Provide students opportunities to simplify polynomials using addition, subtraction, and multiplication in mathematical and real-world context.

Person or Persons Responsible

Algebra I Teacher

Target Dates or Schedule

During regular Algebra I instruction

Evidence of Completion

Curriculum Assessments, Lesson Plans, Grade book Reports

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

Monitor the student success through various strategies

Person or Persons Responsible

Algebra I Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Curriculum Assessment Reports, Grade book Reports

Plan to Monitor Effectiveness of G3.B9.S1

Monitor success in the implementation of the Algebra curriculum

Person or Persons Responsible

Algebra I, MTSS/Rtl Leadership Team, 8th Grade Level Chair, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Quarterly Assessments provided by C& I will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

G3.B10 As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroup did not meet the Expected AMOs for 2013 Black. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Expressions, Equations, & Functions.

G3.B10.S1 Provide opportunities for students to learn various ways to address higher order math questions with two or more steps to solve.

Action Step 1

- Provide opportunities for students to extend numeric or graphic patterns beyond the next element in a numeric or graphic pattern to address Gr. 3-5 Operations and statistics.
- Provide opportunities for students to compose, decompose, and transform polygons to create and identify other polygons; measure objects using the metric system to address Gr 4-5 Operations and Statistics and Gr 6-8 Geometry & Measurement
- Provide students opportunities to utilize problem solving strategies by implementing inquiry based learning activities to develop meaning and conceptual understanding to address Gr. 6-8 Geometry & Measurement, Gr. 7 Base Ten, Gr. 8 Operations, Problems, & Statistics
- Develop student's ability to make sense of real-world application problems involving expressions, equations, and functions to address Gr 8 Expressions, Equations, & Functions
- Pull Middle grade bubble students during elective courses for Math intervention.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.

Person or Persons Responsible

Homeroom Teacher; Math Teacher

Target Dates or Schedule

During regular math instruction

Evidence of Completion

Course curriculum math assessment data

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

Individual student data review

Person or Persons Responsible

Homeroom Teacher; Math Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Course Curriculum data reports

Plan to Monitor Effectiveness of G3.B10.S1

Grade Level data review and chat

Person or Persons Responsible

Homeroom Teacher, Math Teacher, MTSS/RTI Leadership Team, Grade Level Chairs, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Edusoft Data reports

G3.B11 As noted on the 2013 administration of the Algebra I EOC Test all grade level content cluster scores remained stagnant and/or dropped. This is due to an increase in the number of students not scoring proficient at Level 3. In order to maintain the high proficiency levels of the Middle School acceleration program and to increase the number of students scoring Level 3 in Algebra I opportunities to use algebraic representations in real-world is needed.

G3.B11.S1 Provide opportunities for students to solve algebraic problems in real-world mathematical context.

Action Step 1

- Train students to solve real-world problems using the Quadratic Equation
- Perform set operations such as union and intersection, complement, and cross product
- Support mathematical fluency and problem solving skills in the area of quadratic equations, rational and radical expressions, algebraic proportions, and set theory by providing time to practice

Person or Persons Responsible

Algebra I Teacher

Target Dates or Schedule

During regular Algebra I instruction

Evidence of Completion

Curriculum Assessment, Lesson Plans, Grade book

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

Monitor student progress within the curriculum

Person or Persons Responsible

Algebra I Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Curriculum Assessment Reports, Grade book reports

Plan to Monitor Effectiveness of G3.B11.S1

Student data review and chats

Person or Persons Responsible

Algebra I Teacher, MTSS/RtI Leadership Team, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Curriculum Assessment Data Reports, Interim Assessment Data Report, Grade book Reports

G4. Our goal for the 2013 school year in Science is to increase level 3 and above student proficiency by 6 percentage points from 42% to 48% in Gr. 5 and 6 percentage points in Gr 8 45% to 51%.

G4.B1 As noted on the 2013 administration of the FCAT 2.0 Science Test the Reporting Category scores that remained stagnant or decreased in the 5th grade are Earth & Space Science and Physical Science. These areas must be addressed in order to increase the number of students scoring at Level 3.

G4.B1.S1 Provide various opportunities for student s to use the Scientific Process.

Action Step 1

- Provide opportunities for students to continually participate in inquiry based hands-on activities relevant to the objectives of the topic to address Gr.5 Earth & Space Science and Physical Science.
- Provide opportunities for students to utilize instructional technology resources such as GIZMOS and Discovery Education to address Gr.5 Earth & Space Science and Physical.

Person or Persons Responsible

5th Grade Science Teacher

Target Dates or Schedule

During regular science instruction

Evidence of Completion

Course curriculum assessment reports

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

Monitor the implementation of the various strategies.

Person or Persons Responsible

MTSS/RtI Leadership Team, 5th Grade Level Chair, and Administration

Target Dates or Schedule

Monitoring will occur during data reviews, classroom walkthroughs, and teacher observations

Evidence of Completion

District Quarterly Assessments provided by C& I will be used to gauge program implementation

Plan to Monitor Effectiveness of G4.B1.S1

Grade Level data reviews and chats

Person or Persons Responsible

5th Gr Science Teachers, MTSS/RtI Leadership Team, and Administration

Target Dates or Schedule

Interim Science Assessment periods

Evidence of Completion

Interim Edusoft Science Data Reports

G4.B2 As noted on the 2013 administration of the FCAT 2.0 Science Test the Reporting Category scores that remained stagnant or decreased in the 5th grade are Nature of Science, Life Science, and Physical Science. Providing enrichment activities may help to increase the number of students able to score Level 4 and above on the Gr. 5 Science test. These areas must be addressed in order to increase the number of students scoring at Level 4 or above.

G4.B2.S1 Implement activities that will provide complex science instruction and experience

Action Step 1

- Provide enrichment opportunities by ensuring students have the opportunity to design create and present representations of models of natural or manmade phenomena Gr.5 Earth & Space Science.
- Provide enrichment opportunities to allow students to participate in science competitions. Gr.5 Earth & Space Science and Physical Science.

Person or Persons Responsible

Gr 5 Science Teacher

Target Dates or Schedule

During regular instruction and enrichment activities

Evidence of Completion

Student work samples

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

Individual student data review

Person or Persons Responsible

Gr 5 Science Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Course curriculum assessment data

Plan to Monitor Effectiveness of G4.B2.S1

Monitoring will occur during data reviews, classroom walkthroughs, and teacher observations

Person or Persons Responsible

5th Grade Science Teacher, MTSS/RtI Leadership Team, and Administration

Target Dates or Schedule

Interim Science Assessment periods

Evidence of Completion

Interim Edusoft Data Reports

G4.B3 As noted on the 2013 administration of the FCAT 2.0 Science Test the Reporting Category scores that remained stagnant or decreased in the 8th Grade is the Nature of Science. These areas must be addressed in order to increase the number of students scoring at Level 3.

G4.B3.S1 Provide opportunities for students to continually utilize the Scientific Process.

Action Step 1

- Provide opportunities for students to continually participate in inquiry based hands-on activities relevant to the objectives of the topic to address Gr. 8 Nature of Science
- Provide opportunities for students to utilize instructional technology resources such as GIZMOS and Discovery Education to address Gr. 8 Nature of Science.
- Provide classroom and after-school for students to design and develop science and engineering projects to increase scientific thinking to address Gr. 8 Nature of Science.

Person or Persons Responsible

8th Grade Science Teacher

Target Dates or Schedule

During Regular Science Instruction

Evidence of Completion

Course curriculum assessment data reports

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Individual student progress monitoring

Person or Persons Responsible

8th Grade Science Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Course curriculum assessment data reports

Plan to Monitor Effectiveness of G4.B3.S1

Subject area data chat and review

Person or Persons Responsible

8th Grade Teacher, MTSS/RtI Leadership Team, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Edusoft Science Assessment Data

G4.B4 As noted on the 2013 administration of the FCAT 2.0 Science Test the Reporting Category scores that remained stagnant or decreased in the 8th Grade is the Nature of Science. Providing enrichment activities may help to increase the number of students able to score Level 4 and above on the Gr. 8 Science test. These areas must be addressed in order to increase the number of students scoring at Level 4 or above.

G4.B4.S1 Implement science instruction and activities to enrich students science knowledge

Action Step 1

- Provide enrichment opportunities by establishing a timeline for the development of student projects and ensure that all students participate in enrichment activities and increase participation in science competitions Gr. 8 Nature of Science
- Provide enrichment opportunities by incorporating reading science informational text regularly and Comprehension Instructional Sequence (CIS) quarterly as delineated by the Common Core Standards Gr. 8 Nature of Science.
- Provide enrichment activities through classroom and after-school programs to design and develop science and engineering projects to increase scientific thinking to address Gr. 8 Nature of Science.

Person or Persons Responsible

8th Grade Science Teacher

Target Dates or Schedule

During regular science instruction and special project periods

Evidence of Completion

Student work product

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Individual student science progress monitoring

Person or Persons Responsible

8th Grade Science Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Course curriculum assessment data reports and grade reports

Plan to Monitor Effectiveness of G4.B4.S1

8th Grade Science data reviews

Person or Persons Responsible

8th Grade Teacher, MTSS/RtI Leadership Team, and Administration

Target Dates or Schedule

Interim Science Assessment Periods

Evidence of Completion

Interim Edusoft Science Data Reports

G5. Student participation in STEM related activities to increase student enrollment in STEM programs.

G5.B1 A limited amount of students are exposed to the STEM Program of study due to a necessity to be enrolled in specific Reading and or Math Intensive courses

G5.B1.S1 Provide opportunities for students to be exposed to STEM programs

Action Step 1

- Provide an IB MYP Technology course within the elective wheel
- Provide IB MYP Students with a Technology Log to document additional hours of instruction in the Technology Design Cycle.
- Provide students in the Technology courses with instruction using the FLDOE STEM technology and engineering curriculum

Person or Persons Responsible

MYP Technology Teachers; Gr 6-8 Science teachers

Target Dates or Schedule

During science and technology instruction

Evidence of Completion

Student Work Samples

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

Review student participation in STEM activities

Person or Persons Responsible

MYP technology Teachers; Gr 6-8 Science Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher made Lesson Plans

Plan to Monitor Effectiveness of G5.B1.S1

Monitor student exposure to STEM programs and activities

Person or Persons Responsible

MYP Technology Teachers; Gr 6-8 Science Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

MYP Technology Logs provided to students

G6. Increase in awareness of CTE programs available in order for our students to make informed decisions.

G6.B1 Need for training Career Technical Education development and training for the middle grade teachers

G6.B1.S1 Provide opportunities for students to investigate and consider CTE programs of Education

Action Step 1

- Participation in the district –wide CTE competitions through science instruction
- Train teachers on the use of Discovery Education resources to use for CTE instruction.

Person or Persons Responsible

Articulation Team, MTSS/RtI Leadership Team, Grade Level Chairs, and Administration will monitor the implementation of the various strategies

Target Dates or Schedule

Quarterly

Evidence of Completion

CTE Activity Logs

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

Review individual Grade Level exposure to CTE activities

Person or Persons Responsible

Articulation Team, MTSS/RtI Leadership Team, Grade Level Chairs, and Administration will monitor the implementation of the various strategies

Target Dates or Schedule

Quarterly

Evidence of Completion

CTE Activity Logs

Plan to Monitor Effectiveness of G6.B1.S1

Review of CTE opportunities

Person or Persons Responsible

Articulation Team, MTSS/RtI Leadership Team, Grade Level Chairs, and Administration will monitor the implementation of the various strategies

Target Dates or Schedule

Annually

Evidence of Completion

CTE Activity Logs

G7. The percentage of students scoring Level 3 and above on the FCAT 2.0 Civics EOC meet state FLDOE standards

G7.B1 Upon review of the District Baseline Assessment it was found that 35% of students were proficient in Civics knowledge. After a review of course benchmarks it has been determined that students require more instruction in the area of Government Policies and political Processes(37%), Organization and Function of Government (33%), Origins and Purpose of Law and Government (32%), and Roles, Rights, and Responsibilities (39%).

G7.B1.S1 Provide instructional opportunities for students to expand their U.S. History and Civics knowledge.

Action Step 1

- Provide classroom activities which help students develop an understanding of the content –specific vocabulary taught in government and civics
- Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other political representations
- Provide intervention opportunities for students who demonstrate deficiencies in in benchmark mastery
- Use disaggregated data to create small groups for targeted instruction.
- Pull-out instructional support given to students that score 30% or less on the MidYear interim assessment.
- Enrichment activities and instruction provided for those students scoring 30% or higher on the MidYear interim assessment.
- Reading strategies used with Civics informational texts
- Professional Development provided to strengthen reading and Civics vocabulary instruction.
- Spanish teacher to Push-In to Civics class to support ELL students in the instructional setting.

Person or Persons Responsible

Civic Teachers

Target Dates or Schedule

During regular Civics instruction

Evidence of Completion

Course curriculum assessment data

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

Individual Student data review

Person or Persons Responsible

Civics Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Course curriculum assessment data reports

Plan to Monitor Effectiveness of G7.B1.S1

Civics data review and chat

Person or Persons Responsible

Civic Teacher, MTSS/RtI Leadership Team, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Edusoft Civics Data Reports

G8. Decrease the At-Risk activities and behaviors that lead to student failure

G8.B1 Students that miss 10 percent or more of available instructional time have a high likelihood of missing instruction critical to succeed within the curriculum.

G8.B1.S1 Reduce the number of students missing 10 percent of instructional time

Action Step 1

- Implement a progressive attendance discipline plan to include parent conferences with school administration and offer incentives by recognizing perfect attendance students on a quarterly basis.
- Schedule parent conferences to discuss the schools role in assistance with attendance, providing flexible meeting time hours before and after school.

Person or Persons Responsible

MTSS/Rtl Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance Reports

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

Monitor daily student attendance

Person or Persons Responsible

Homeroom Teachers, MTSS/Rtl Leadership Team, and Administration

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance Reports

Plan to Monitor Effectiveness of G8.B1.S1

Parent/Student conference for attendance

Person or Persons Responsible

Homeroom Teacher, MTSS/RtI Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Monthly as needed

Evidence of Completion

Quarterly Attendance Reports

G8.B2 Students not proficient in Reading by Gr 3 have a high likelihood of not passing the FCAT and possibly being retained.

G8.B2.S1 Provide experience to increase Gr 3 student proficiency in Reading.

Action Step 1

- Implement grade level data chats in order to guide reading instruction which promotes the use of context clues, the use of concept maps, word meanings, phrases, and expressions, relevant story details, and instruction in the ability to synthesize, analyze, and evaluate information. For Gr K-2 • Infuse SuccessMaker and Reading Plus programs to support traditional instruction in Reading.

Person or Persons Responsible

Gr 3 Homeroom Teachers, Literacy Leadership Team, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Course curriculum assessment reports

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

Individual student Reading progress Report

Person or Persons Responsible

Gr 3 Homeroom Teacher, Literacy Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Course curriculum assessment reports

Plan to Monitor Effectiveness of G8.B2.S1

Grade Level Data review and chats

Person or Persons Responsible

Gr 3 Homeroom Teachers, Literacy Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Edusoft Reading Assessment Report

G8.B3 Students that receive behavior referrals have a high likelihood of missing instructional time in order to address behavioral short falls.

G8.B3.S1 Reduce the instructional time missed by students receiving behavior referrals.

Action Step 1

- Utilize the student code of conduct by implementing daily Spill-Out Spotlight on good behavior program
- Implement incentive permission forms for monthly school sponsored dances

Person or Persons Responsible

Gr Pre-K-8 Faculty, MTSS/RtI Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Reduced number of behavioral referrals as evidenced by the SPI Report.

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Review referral processing reports per SPI

Person or Persons Responsible

MTSS/RtI Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

SCAM processing report per SPI

Plan to Monitor Effectiveness of G8.B3.S1

Quarterly review of SPI report for referrals processed

Person or Persons Responsible

•MTSS/Rtl Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly SPI reports

G8.B4 Students that miss 10 percent or more of available instructional time have a high likelihood of missing instruction critical to succeed within the curriculum.

G8.B4.S1 Reduce the number of students missing 10 percent or more of instructional tim.

Action Step 1

• Implement a progressive attendance discipline plan to include parent conferences with school administration and offer incentives by recognizing perfect attendance students on a quarterly basis. • Schedule parent conferences to discuss the schools role in assistance with attendance, providing flexible meeting time hours before and after school. • Implement a Mini-Field Day activity once per marking period

Person or Persons Responsible

Homeroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance completion within the Grade Book

Plan to Monitor Fidelity of Implementation of G8.B4.S1

Absence monitoring through the Grade book.

Person or Persons Responsible

Homeroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Daily attendance completion through the Grade book

Plan to Monitor Effectiveness of G8.B4.S1

Parent/Student meetings regarding attendance for students approaching critical attendance mark

Person or Persons Responsible

Homeroom Teacher, Attendance Committee, MTSS/Rtl Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Committee Meeting Logs

G8.B5 Student who fail mathematics and two or more courses are at-risk of not graduating high school and not passing the necessary assessments to move on to post-secondary education.

G8.B5.S1 Reduce the number of students who fail mathematics and two or more courses.

Action Step 1

- Provide students' opportunities to utilize problem solving strategies by implementing inquiry based learning activities to develop meaning.
- Provide guidance and support through academic counseling to address student needs
- Develop student's ability to make sense of real-world application problems involving expressions

Person or Persons Responsible

Math Teachers, Guidance Counselor

Target Dates or Schedule

During regular math instruction and during targeted counseling.

Evidence of Completion

Course curriculum assessment reports

Plan to Monitor Fidelity of Implementation of G8.B5.S1

Individual student math progress data review

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Course curriculum assessment data reports

Plan to Monitor Effectiveness of G8.B5.S1

Grade Level Data Review and Chats

Person or Persons Responsible

Math Teachers, MTSS/RtI Leadership Team, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Edusoft Math Assessment data reports

G8.B6 Students that receive behavior referrals have a high likelihood of missing instructional time to address behavioral issues.

G8.B6.S1 Reduce the number of middle grade students receiving behavior referrals.

Action Step 1

- Utilize the student code of conduct by implementing daily Spill-Out Spotlight on good behavior program
- Implement Mini-Field Day activity scheduled every marking period.
- Implement incentive permission forms for monthly school sponsored dances

Person or Persons Responsible

Guidance Counselor, Trust Counselor, • Literacy Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Activity Logs

Plan to Monitor Fidelity of Implementation of G8.B6.S1

Formal monitoring of students that receive at least one behavioral referral

Person or Persons Responsible

Guidance Counselor; Trust Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting/Counseling Logs

Plan to Monitor Effectiveness of G8.B6.S1

Review SPI reports regarding behavioral referrals

Person or Persons Responsible

Guidance Counselor, Trust Counselor, Literacy Leadership Team, Grade Level Chairs, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly SPI Reporting for SCAMS processed

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Involvement Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title III

Title III funds are used to supplement and enhance the programs for ELL and immigrant students by providing these services: Parent Outreach Activities and behavioral/mental counseling services.

Title X- Homeless

Homeless: Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, Mentors at Middle Schools, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.

Supplemental Academic Instruction (SAI)

Fienberg-Fisher will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education as per state statute is taught through physical education.
- 3) The School Fund Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District Wellness Policy. Our school is also for part of the Alliance for a Healthier Generation initiative which impacts the physical, wellness of students and staff. The school encourages students and staff to make healthier lifestyle choices by providing healthier food choices in the cafeteria and staff lounge. We also provide after school physical fitness classes for students and staff.
- 4) The school has been awarded Bronze Level in the Health Schools rating program

Head Start

The Head Start Program is now part of our school community. Activities, including professional development and transition processes are now lead by Fienberg-Fisher K8 Center. Parent classes in support for Kindergarten preparation are offered by the Community Liaison and IB PYP Coordinator. The Summer VPK program will be provided at the school's Head Start sites.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Students scoring Level 3 and above on the FCAT 2.0 Reading will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%

G1.B1 As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 Hispanic, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Reading Application, Literary Analysis, Informational Text/Research Process, and Vocabulary.

G1.B1.S1 Provide students with differentiated instruction through the use of web-based programs that generate data reports.

PD Opportunity 1

- Implement grade level data chats in order to guide reading instruction which promotes the use of context clues, the use of concept maps, word meanings, phrases, and expressions, relevant story details, and instruction in the ability to synthesize, analyze, and evaluate information.
- Infuse SuccessMaker, Reading Plus, and reading Wonders internet based differentiated instructional tools. To support traditional instruction in the area of prefix & suffix, base words, root words, antonyms, synonyms, and multiple meaning words.
- Assign an hourly teacher to Push-In to third Grade ELL.
- Provide professional development for teachers of ELL students grades K, 1, 3, and 6-8 for Reading Instruction and CELLA DATA interpretation.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Reading Instruction

Facilitator

Reading Coach/IB MYP Coordinator

Participants

Grades PreK-5 Teachers (SuccessMaker and Reading Wonders) Grades PreK-8 Edusoft Data Training

Target Dates or Schedule

During regular instructional time, after school tutoring, and during pull-out instruction.

Evidence of Completion

SuccessMaker Reports and Interim Edusoft Reports

G1.B5 As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 All students, Black, Hispanic, White, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addresses in order to increase the student learning gains.

G1.B5.S1 Implement supplemental instructional strategies to increase students making learning gains.

PD Opportunity 1

- Implement grade level data chats in order to guide reading instruction which promotes the use of context clues, the use of concept maps, word meanings, phrases, and expressions, relevant story details, and instruction in the ability to synthesize, analyze, and evaluate information.
- Infuse SuccessMaker, Reading Plus, Voyager and Intensive Reading and Intensive Reading Plus programs. To support traditional instruction in Reading.
- Identify students in the lowest 25% and provide after-school tutorial intervention to address reading deficiencies.
- Provide reading intervention for those students whose data shows regression and/or probability of regressing levels through the use of an hourly teacher four times a week.
- Assign an hourly teacher to Push-In to third Grade ELL.
- Provide professional development for teachers of ELL students grades K, 1, 3, and 6-8 for Reading Instruction and CELLA DATA interpretation.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Reading Instruction
- During Spanish, in grades K-5, homeroom teachers provide small group targeted reading instruction to selected students for 30 minutes per day, in addition to the Reading/Language Arts 90 minute block instruction.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.
- Pull Middle grade bubble students during elective courses for Reading intervention.

Facilitator

Reading Coach/IB MYP Coordinator

Participants

Gr K-5 Homeroom Teachers and Gr 6-8 Language Arts/Reading Teachers

Target Dates or Schedule

During after-school tutoring, pull-out instruction, and intervention instruction

Evidence of Completion

Web-based program data reports provided by supplemental instructional programs.

G1.B6 As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 All students, Black, Hispanic, White, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addresses in order to increase the student learning gains in the Lowest 25%.

G1.B6.S1 Implement supplemental instructional strategies to increase students making learning gains.

PD Opportunity 1

- Provide before and after school tutoring for targeted students in the Reading subject area.
- Determine core instructional needs by reviewing FAIR (Florida Assessments in Reading) assessment data for all Hispanic, Economically Disadvantaged, ELL, and SWD students. Plan differentiated instruction using Voyager
- Include higher order thinking questions in lesson plans to improve critical thinking skills and reading comprehension.
- Provide reading intervention for those students whose data shows regression and/or probability of regressing levels through the use of an hourly teacher four times a week.
- Assign an hourly teacher to Push-In to third Grade ELL.
- Provide professional development for teachers of ELL students grades K, 1, 3, and 6-8 for Reading Instruction and CELLA DATA interpretation.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Reading Instruction
- During Spanish, in grades K-5, homeroom teachers provide small group targeted reading instruction to selected students for 30 minutes per day, in addition to the Reading/Language Arts 90 minute block instruction.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.
- Pull Middle grade bubble students during elective courses for Reading intervention.

Facilitator

Reading Coach/IB MYP Coordinator

Participants

Gr K-5 Homeroom and Gr 6-8 Language Arts/Reading Teachers

Target Dates or Schedule

During after school tutoring, pull-out tutoring, and intervention instruction

Evidence of Completion

Web-based program data reports provided by the supplemental instructional programs

G2. The results of the 2013 FCAT 2.0 Writing Test indicates that 46% (77) of students achieved Level 3.5 proficiency. Our goal for the 2014 school year is to increase level 3.5 student proficiency by 5 percentage points to 51%

G2.B1 As noted on the 2013 administration of the FCAT 2.0 Writing Test there is a significant drop of 26 percentage points in the students achieving proficiency from 72% (129) to 46% (77). While this significant drop can be attributed to cut score changes, students in grade scoring 3.5 or above also dropped 2 percentage points in FCAT performance when compared to the 2012 data . Strategies to increase writing skills for students in grade 4 must be implemented to increase the number of students scoring Level 3.5 and above.

G2.B1.S1 Increase writing skills and opportunities to practice writing process strategies for students in Grade 4.

PD Opportunity 1

- Students will use the writing process daily; all writing will be dated, and recorded in a writing portfolio for monitoring of growth across time.
- Writing Focus Calendars will be created and implemented into the instruction, where the students will be given expository and narrative tests monthly.
- Modeling and coach provided by the Reading Coach for Language Arts Reading Teachers in Grade 4
- Language Arts/Reading teachers will conference with students regarding their writing progress within the curriculum

Facilitator

Reading Coach

Participants

Gr 4 Homeroom Teachers

Target Dates or Schedule

During regular language arts instructional period

Evidence of Completion

Student writing samples

G2.B2 As noted on the 2013 administration of the FCAT 2.0 Writing Test there is a significant drop of 26 percentage points in the students achieving proficiency from 72% (129) to 46% (77). This significant drop can be attributed to cut score changes, there is a significant increase of 17 percentage points in students scoring 3.5 or above in 8th grade when compared to the 2012 performance on the FCAT. Strategies to increase and maintain writing skills for students in grade 8 must be implemented to increase the number of students scoring Level 3.5 and above.

G2.B2.S1 Increase writing skills and opportunities to practice writing process strategies for students in Grade 8.

PD Opportunity 1

- Students will use the writing process daily; all writing will be dated, and recorded in a writing portfolio for monitoring of growth across time.
- Writing Focus Calendars will be created and implemented into the instruction, where the students will be given expository and narrative tests monthly.
- Modeling and coach provided by the Reading Coach for Language Arts Reading Teachers in Grade 8
- Language Arts/Reading teachers will conference with students regarding their writing progress within the curriculum

Facilitator

Klahr

Participants

Grade 8 Language Arts/Reading Teacher

Target Dates or Schedule

During regular instructional time

Evidence of Completion

Student Writing Work Samples

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students scoring Level 3 and above on the FCAT 2.0 Reading will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%	\$17,828
Total		\$17,828

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
District	\$11,678	\$11,678
Title I School Funds; EESAC	\$6,150	\$6,150
	\$0	\$0
District, Title I Schools Funds; EESAC	\$0	\$0
Total	\$17,828	\$17,828

Budget Details

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

G1. Students scoring Level 3 and above on the FCAT 2.0 Reading will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%

G1.B1 As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 Hispanic, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Reading Application, Literary Analysis, Informational Text/Research Process, and Vocabulary.

G1.B1.S1 Provide students with differentiated instruction through the use of web-based programs that generate data reports.

Action Step 1

- Implement grade level data chats in order to guide reading instruction which promotes the use of context clues, the use of concept maps, word meanings, phrases, and expressions, relevant story details, and instruction in the ability to synthesize, analyze, and evaluate information.
- Infuse SuccessMaker, Reading Plus, and reading Wonders internet based differentiated instructional tools. To support traditional instruction in the area of prefix & suffix, base words, root words, antonyms, synonyms, and multiple meaning words.
- Assign an hourly teacher to Push-In to third Grade ELL.
- Provide professional development for teachers of ELL students grades K, 1, 3, and 6-8 for Reading Instruction and CELLA DATA interpretation.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Reading Instruction

Resource Type

Evidence-Based Program

Resource

SuccessMaker (\$5274); Reading Plus (\$3234); EduSoft (\$3170)

Funding Source

District

Amount Needed

\$11,678

G1.B5 As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 All students, Black, Hispanic, White, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addresses in order to increase the student learning gains.

G1.B5.S1 Implement supplemental instructional strategies to increase students making learning gains.

Action Step 1

- Implement grade level data chats in order to guide reading instruction which promotes the use of context clues, the use of concept maps, word meanings, phrases, and expressions, relevant story details, and instruction in the ability to synthesize, analyze, and evaluate information.
- Infuse SuccessMaker, Reading Plus, Voyager and Intensive Reading and Intensive Reading Plus programs. To support traditional instruction in Reading.
- Identify students in the lowest 25% and provide after-school tutorial intervention to address reading deficiencies.
- Provide reading intervention for those students whose data shows regression and/or probability of regressing levels through the use of an hourly teacher four times a week.
- Assign an hourly teacher to Push-In to third Grade ELL.
- Provide professional development for teachers of ELL students grades K, 1, 3, and 6-8 for Reading Instruction and CELLA DATA interpretation.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Reading Instruction
- During Spanish, in grades K-5, homeroom teachers provide small group targeted reading instruction to selected students for 30 minutes per day, in addition to the Reading/Language Arts 90 minute block instruction.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.
- Pull Middle grade bubble students during elective courses for Reading intervention.

Resource Type

Evidence-Based Program

Resource

SuccessMaker, Edusoft

Funding Source

District

Amount Needed

\$0

G1.B6 As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 All students, Black, Hispanic, White, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addresses in order to increase the student learning gains in the Lowest 25%.

G1.B6.S1 Implement supplemental instructional strategies to increase students making learning gains.

Action Step 1

- Provide before and after school tutoring for targeted students in the Reading subject area.
- Determine core instructional needs by reviewing FAIR (Florida Assessments in Reading) assessment data for all Hispanic, Economically Disadvantaged, ELL, and SWD students. Plan differentiated instruction using Voyager
- Include higher order thinking questions in lesson plans to improve critical thinking skills and reading comprehension.
- Provide reading intervention for those students whose data shows regression and/or probability of regressing levels through the use of an hourly teacher four times a week.
- Assign an hourly teacher to Push-In to third Grade ELL.
- Provide professional development for teachers of ELL students grades K, 1, 3, and 6-8 for Reading Instruction and CELLA DATA interpretation.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Reading Instruction
- During Spanish, in grades K-5, homeroom teachers provide small group targeted reading instruction to selected students for 30 minutes per day, in addition to the Reading/Language Arts 90 minute block instruction.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.
- Pull Middle grade bubble students during elective courses for Reading intervention.

Resource Type

Evidence-Based Program

Resource

Afterschool Tutoring

Funding Source

Title I School Funds; EESAC

Amount Needed

\$6,150

G1.B11 As noted on the 2013 administration of the FCAT 2.0 Reading Test many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addressed to increase the number of students scoring at Level 4 and above.

G1.B11.S1 Implement enrichment activities designed to increase student understanding of the different aspects of literacy.

Action Step 1

- Provide opportunities for students to participate in Research-Based projects through the use of Discover Education (K-12)
- Provide interactive instruction in the middle grades through the use of SMARTBoards in the Language Arts classes
- Implement the six transdisciplinary themes of the IB PYP Programme which enrich and support reading instruction in the area of Main Idea, Relevant Detail, Conclusion and Inferences.
- Implement enriched reading instruction through the use of the five Areas of Interaction of the IB MYP Programme which will include word relationships, multiple meanings, and analyzing text.
- Provide reading intervention for those students whose data shows regression and/or probability of regressing levels through the use of an hourly teacher four times a week.
- During Spanish, in grades K-5, homeroom teachers provide small group targeted reading instruction to selected students for 30 minutes per day, in addition to the Reading/Language Arts 90 minute block instruction.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.
- Pull Middle grade bubble students during elective courses for Reading intervention.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. Students scoring Level 3 and above on the FCAT 2.0 Math will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%

G3.B7 As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 Black, Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. These areas must be addressed in or to make learning gains in math.

G3.B7.S1 Targeted student support in math instruction to increase student success

Action Step 1

- Identify students in the lowest 25% and provide after-school tutorial intervention to address mathematical deficiencies.
- Provide opportunities for students to identify models of multiplication and/or division for basic multiplication facts and/or related division facts Gr. 3-5 Operations and statistics.
- Support mathematics fluency and problem solving skills in the areas of determining the area of a polygon and identifying angles and transformations by providing time and practice.
- Assign an hourly teacher to Push-In to third Grade ELL.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Math Instruction
- Pull Middle grade bubble students during elective courses for Math intervention.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.

Resource Type

Evidence-Based Program

Resource

SuccessMaker; Afterschool tutoring,

Funding Source

District, Title I Schools Funds; EESAC

Amount Needed

\$0

G3.B8 As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 Black, Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. These areas must be addressed in or to make learning gains in lowest 25% scores in math.

G3.B8.S1 Increase student opportunities to practice math skills

Action Step 1

- Identify students in the lowest 25% and provide after-school tutorial intervention to address mathematical deficiencies.
- Provide opportunities for students to identify models of multiplication and/or division for basic multiplication facts and/or related division facts Gr. 3-5 Operations and statistics.
- Support mathematics fluency and problem solving skills in the areas of determining the area of a polygon and identifying angles and transformations by providing time and practice.
- Develop student's ability to make sense of real-world application problems involving expressions, equations, and functions to address Gr 8 Expressions, Equations, & Functions
- Assign an hourly teacher to Push-In to third Grade ELL.
- Targeted after school tutorial for ELL students in grade 3-8 and Level 5 ELL students within the two year monitoring period for Math Instruction
- Pull Middle grade bubble students during elective courses for Math intervention.
- Reading and Math after school tutorial is provided for all students who scored below 50% on SAT-10 or FCAT Levels 1-2 two-times per week after school.

Resource Type

Evidence-Based Program

Resource

Afterschool Tutoring (\$6150)

Funding Source

Title I School Funds; EESAC

Amount Needed

\$0