2013-2014 SCHOOL IMPROVEMENT PLAN

Vineland K 8 Center

8455 SW 119TH ST
Miami, FL 33156
305-238-7931
http://vinelandelementary.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	No	38%

Alternative/ESE Center	Charter School	Minority Rate
No	No	77%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	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
Vineland K 8 Center

Principal
MaryAnn Maclaren

School Advisory Council chair
Laurenne Moreland

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

Name	Title
MaryAnn MacLaren	Principal
Joan Cobo	Assistant Principal
Aurora Vaccaro	SPED Chairperson
Melissa La Rosa	Teacher and Reading Leader
Laurenne Moreland	Elementary School Counselor and EESAC Chair
Robin Tassler	Middle School Counselor
Timothy Sharp	UTD Steward

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

As stated in the school's EESAC bylaws:
The EESAC shall be made up of (5) teachers, (8) parents, (1) student government president, (1) education support employee, (3) business community representatives, the (1) UTD steward and the (1) principal or assistant principal as her designee.

Involvement of the SAC in the development of the SIP

Although Vineland has always enjoyed the cooperation of parents and other members of the community in seeking school improvement, the specific guidelines for EESAC participation have ensured greater involvement among various stakeholders. Whether the issues addressed by EESAC originate in that

group or are submitted for discussion by other stakeholders, the goal is to be well-informed and aware of the needs in all areas of school improvement, and to offer insight and input into concerns facing the school. To that end, the entire committee has participated in the preparation of the School Improvement Plan and has reached consensus on the school's educational direction.

Activities of the SAC for the upcoming school year

The EESAC will:
Support the school's improvement efforts and initiatives;
Assist in the implementation of the SIP and the ongoing progress monitoring of student achievement;
Work cohesively to monitor strategies and utilize the Florida Continuous Improvement Model (FCIM) towards student achievement;
Meet monthly, or as needed, as per state and district guidelines to monitor schoolwide decisions which affect instruction and delivery of programs;
Continue to foster an environment of professional collaboration among the educational stakeholders of the school.

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

To support STEM initiatives, EESAC will allocate $2,000 for a Vex robotics/engineering program for middle school.

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

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

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

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

MaryAnn Maclaren		
Principal	Years as Administrator: 17	Years at Current School: 9

Credentials	B.S.-Elementary Education M.S.-Reading M.S.-Educational Leadership Certifications: Elementary Education, K-12 Gifted Education, Reading, Educational Leadership; ESOL endorsed
Performance Record	2013 – School Grade A Reading Proficiency: 82% Math Proficiency: 76% Rdg. Lrg. Gains: 80 points Math Lrg. Gains: 72 points Rdg. Imp. of Lowest 25% : 85 points Math Imp. of Lowest 25%: 61 points Rdg. AMO – Only ELL did not meet AMO Target Math AMO– AMO Target not met by All Students, Hispanic, White, ELL, SWD, and ED subgroups 2012 Vineland K-8 Center-Grade: A Reading Proficiency: 78% Math Proficiency: 75% Rdg. Learning Gains: 70% Math Learning Gains: 74% Reading Imp. of Lowest 25%: 58% Math Imp. of Lowest 25%: 71% 2011 Vineland K-8 Center-Grade: A Reading Proficiency: 92% Math Proficiency 86% Reading Learning Gains: 67% Math Learning Gains: 73% Reading Imp. of Lowest 25% 71% Math Imp. of Lowest 25%: 62% 2010 Vineland K-8 Center-Grade: A Reading Proficiency: 89 % Math Proficiency: 83% Reading Learning Gains: 71% Math Learning Gains: 66% Lowest 25% Reading: 60% Lowest 25% Math: 61% 2009 Vineland K-8 Center-Grade: A Reading Proficiency: 93% Math Proficiency: 87% Reading Learning Gains: 78% Math Learning Gains: 65% Reading Imp. Of Lowest 25%: 74% Math Imp. of Lowest 25% Math: 56%

Joan Cobo		
Asst Principal	Years as Administrator: 12	Years at Current School: 6

Credentials	B.A.-English M.S.-Educational Leadership Certifications: English 6-12, Educational Leadership; ESOL endorsed
Performance Record	2013 – School Grade A Reading Proficiency, 82% Math Proficiency, 76% Rdg. Lrg. Gains, 80 points Math Lrg. Gains, 72 points Rdg. Imp. of Lowest 25% - 85 points Math Imp. of Lowest 25% - 61 points Rdg. AMO – Only ELL did not meet AMO Target Math AMO– AMO Target not met by All Students, Hispanic, White, ELL, SWD, and ED subgroups 2012 Vineland K-8 Center-Grade: A Reading Proficiency: 78% Math Proficiency: 75% Rdg. Learning Gains: 70% Math Learning Gains: 74% Reading Imp. of Lowest 25%: 58% Math Imp. of Lowest 25%: 71% 2011 Vineland K-8 Center-Grade: A Reading Proficiency: 92% Math Proficiency 86% Reading Learning Gains: 67% Math Learning Gains: 73% Reading Imp. of Lowest 25% 71% Math Imp. of Lowest 25%: 62% 2010 Vineland K-8 Center-Grade: A Reading Proficiency: 89 % Math Proficiency: 83% Reading Learning Gains: 71% Math Learning Gains: 66% Lowest 25% Reading: 60% Lowest 25% Math: 61% 2009 Vineland K-8 Center-Grade: A Reading Proficiency: 93% Math Proficiency: 87% Reading Learning Gains: 78% Math Learning Gains: 65% Reading Imp. Of Lowest 25%: 74% Math Imp. of Lowest 25% Math: 56%

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

58

 # receiving effective rating or higher

58, 100%

 # Highly Qualified Teachers

69%

 # certified in-field

56, 97%

 # ESOL endorsed

37, 64%

 # reading endorsed

10, 17%

 # with advanced degrees

26, 45%

 # National Board Certified

13, 22%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

2, 3%

 # with 6-14 years of experience

23, 40%

 # with 15 or more years of experience

33, 57%

Education Paraprofessionals

# of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Vineland explores may avenues in order to recruit and retain the very best teaching corps:
1. Partnering new teachers with veteran staff - Principal
2. Providing high quality, relevant professional development on-site - Leadership Team
3. Assisting teachers in seeking out additional professional development as needed.
4. Using each faculty meeting as an opportunity to model what master teachers do in the classroom; these meetings are planned as interactive lessons where the focus is always on establishing high expectations and improving student learning. - Leadership Team
5. Keeping a close eye on our school data as well as the data from schools we consider to be competitors, and sharing this information with staff - Assistant Principal
6. Celebrating successes - Leadership Team
7. Contacting school site and district colleagues for references or suggestions to identify potential teaching candidates - Principal and Assistant Principal
8. Working with local university schools of education to accept additional field experience students and teaching interns for the purpose of identifying potential recruits - Assistant Principal
9. Encouraging clinical supervision training this past summer to be able to accept interns (as part of our partnership with the University of Miami School of Education). Two of our teachers received graduate credit for participating - Assistant Principal
10. Assistant Principal serves on the Advisory Board for the University of Miami's School of Education Teacher Preparation Program.

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

Vineland does not currently have any beginning teachers. The one second-year teacher has common planning with her grade-level colleagues and is given priority in registration for professional development opportunities. Additionally, her classroom is physically connected to the classroom of the grade level chairperson, who serves as her "buddy" teacher.

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

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

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The MTSS Leadership Team will use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.

2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Use "A Guide to Determining Response to Intervention Rates for Various Measures of Ongoing Progress at Tiers 2 and 3" in order to determine how we will know if students have made expected levels of progress towards proficiency (What progress will show a positive response?)

4. Responding when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction)

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

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

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response

3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a scheduled based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier One (Leadership Team)
MaryAnn MacLaren, Principal: Provides a common vision for the use of data-based decision-making, monitors the implementation of interventions with the assistant principal, provides support and direction to school staff by meeting with the Multi-Tiered System of Supports (MTSS) team and providing

professional development as needed; and, communicates school-based plans regarding MTSS to all stakeholders through EESAC.

Joan Cobo, Assistant Principal and RtI Liaison: Schedules and facilitates regular RtI meetings; evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the Pre-Kindergarten through Eighth Grade. Works with the reading leader to identify appropriate, evidence-based intervention strategies as communicated by district personnel; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and leads the assessment process and implementation monitoring, along with the principal; works with fellow team members to follow up on action steps and allocate resources; Leads the School Support Team (SST) to gather input from the school psychologist and school social worker, in addition to the general education and special education teachers.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. Assists with the ongoing progress monitoring of students identified as "at risk" by the school support team. Provides guidance on K-12 reading plan (CRRP); facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 2 intervention plans.

Aurora Vaccaro, SPED Chairperson: Participates in student data collection, collaborates with general education teachers to determine strategies for implementation of the intervention program; assists with whole school screening programs that provide early intervening services for children to be considered "at risk." Assists with the ongoing progress monitoring of students identified as "at risk" by the school support team. Works with fellow team members to follow up on action steps and allocate resources; and provides input at school support team meetings.

Laurenne Moreland, School Counselor, Behavior Specialist, and EESAC Chair: Assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides input at school support team meetings. The school counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Melissa La Rosa, Reading Leader: Works with Assistant Principal to identify appropriate, evidence-based reading intervention strategies as communicated by district personnel; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides input at school support team meetings.

Maria Sellek, Mathematics Leader: Works with Assistant Principal to identify appropriate, evidence-based mathematics intervention strategies as communicated by district personnel; participates in the design and delivery of professional development; and provides input at school support team meetings.

Annette Agnelotti, School Psychologist: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Reaches out to the parents/ community to bridge the gap between home and school, and educate parents on the importance of their involvement. Participates in the School Support Team (SST) by participating in collection, interpretation, and analysis of data; facilitates development of intervention plans for "at risk" students; monitors students by analyzing ongoing progress monitoring data of these students.

Janet Delgado, School Social Worker

In addition to Tier One problem solving, the Leadership Team members meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier Two

The Principal, Assistant Principal, SPED Chairperson, Reading Leader, School Counselor, and School Psychologist will conduct monthly meetings to evaluate intervention efforts for students by subject, grade, and intervention. In addition, grade level chairpersons will be involved when needed to provide

information or revise efforts.
Tier Three SST Problem Solving Team
The Principal, Assistant Principal, SPED Chairperson, Reading Leader, School Counselor, and School
Psychologist and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Team adheres to the following guiding principles for school improvement:
Students are first;
Data speak;
Everyone participates;
Responsibility is shared;
The work is public
The Tier 1 and Tier 2 worksheets document aim lines and supports for any academic or behavioral goal
listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation.
These documents are the centerpiece of any discussion related to these areas in any school meeting
that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step
problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each
time a group meets. Data gathered through the MTSS process informs the discussion at MTSS
leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.
The MTSS team will review findings with the rest of the staff, and facilitate professional conversations
regarding how to most practically and effectively modify and differentiate instruction to reach all students.

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

The MTSS team and the Educational Excellence School Advisory Council (EESAC) collaborate to
develop the SIP. The team provides data on academic and social/emotional areas that need to be
addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); monitors the
fidelity of the delivery of instruction and intervention; provides levels of support and interventions to
students based on data; and aligns processes and procedures.
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
Managed data will include:
Academic
• Florida Assessments for Instruction in Reading (FAIR) - Reading
• Interim assessments through Edusoft – Reading, Math, Science, Writing
• Wonders Benchmark Exams – Reading
• Diagnosic Assessment of Reading (DAR) - Reading
• Florida Comprehensive Assessment Test (FCAT) – Reading, Math, Science, Writing
• Student grades – Reading, Math, Science, Writing
• School site specific assessments - Reading, Math, Science, Writing
• Comprehensive English Language Learning Assessment (CELLA) – Reading, Writing
Behavioral
• Student Case Management
• Suspensions
• Demerit logs
• Attendance

• Conduct grades
• FABs/BIPs

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

The school will participate in the MTSS district professional development:
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using
http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.
A description of MTSS and MTSS parent resources will be available on the school's web site.

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: 60

In order to facilitate the self-assessment required for System Accreditation, vertical, interdisciplinary subcommittees meet after school to engage in an in-depth evaluation of each of the five AdvancED Standards for Quality by evaluating a set of questions and rubrics that enable a school to most accurately describe its continuous improvement progress. In working towards consensus regarding the school's current level of performance, the participants will identify, collect, analyze, review, and present a variety of data, including evidence, data, additional pertinent information, and documented results that support the ratings determined for each standard.
Concurrently, Professional Learning Communities (PLCs) have been established by grade level in order to address issues relating to curriculum and instruction, with an emphasis on the implementation of the Common Core Standards.

Strategy Purpose(s)

• Teacher collaboration, planning and professional development

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

The Leadership Team brings the minutes and report on the indicators back to the group for debriefing and analyses. This information is used to more effectively plan future staff development. Administration serve as active participants in the PLCs.

Who is responsible for monitoring implementation of this strategy?

The administration assumes responsibility for the fidelity of this process, however all staff members assume responsibility for the integrity of it.

Literacy Leadership Team (LLT)

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

Name	Title
MaryAnn MacLaren	Principal
Joan Cobo	Assistant Principal
Melissa La Rosa	Teacher and Reading Leader
Aurora Vaccaro	SPED Chairperson
Betty Maley	ESOL Chairperson
Laurenne Moreland	School Counselor and EESAC Chair
Timothy Sharp	UTD Steward

How the school-based LLT functions

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and leadership team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. Much like the MTSS team, the LLT will meet monthly to review trends in student achievement in order to plan relevant, meaningful professional development geared towards assisting teachers in differentiating instruction.

Major initiatives of the LLT

The LLT will work with the faculty in order to successfully implement the new McGraw Hill Wonders reading series for elementary; strengthen the vertical team approach through the use of Reader Response Logs in all grade levels and content areas; and continue to implement the Common Core State Standards as we phase out FCAT 2.0 in favor of PARC.

Every Teacher Contributes to Reading Instruction

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

The Common Core State Standards (CCSS) insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 literacy standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have an active role in this development as well.
Through continuous professional development presented on site focusing on the Common Core Standards, all members of the Vineland educational community have the information necessary and the strategies at hand to assist students who are struggling readers, not only language arts, but also in the core courses.
As we have been training the faculty in CCSS, the old definition of what text even is has been greatly expanded to include many different genres—essays, primary sources, fiction, scientific reports, inventories, art, music, video, etc. By using these different genres, teachers aid students in learning multiple ways to approach reading, and thus expand their knowledge in multiple subjects.
By employing a collaborative model of professional development, we have created teacher learning communities or communities of practice—interdisciplinary groups that share study and reflection on their own practices. Together, we have dispelled the myth that to teach literacy, you must assign novels and

grade essays. Our content area teachers have been taught by their colleagues that learning can also be enhanced with shorter assignments that ask students to explain key concepts, summarize arguments on a given topic, or outline a procedure. All teachers incorporate content-area reading strategies, such as those presented through CRISS; some of these strategies include graphic organizers, concept mapping, response to reading, QAR, SQ3AR, KWL, reciprocal teaching, and two-column note taking. By including all faculty members in our professional development, we ensure the conscientious and explicit instruction of reading by all teachers.

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

Each April, the school hosts a transition meeting for parents of Pre-K students in order to introduce them to kindergarten expectations as well as to provide tips for parents as they begin the "Countdown to Kindergarten."
In May, the Pre-K teacher takes the soon-to-be kindergarteners on a tour of the kindergarten classrooms to meet the teachers and listen to important advice from the kindergarten students moving on.
Additionally, flyers are delivered to the local pre-schools, inviting their families to take a tour of Vineland to witness all Vineland has to offer. School tours are held throughout the school year for interested parents.
Each year, there is a New Parent Coffee to invite parents of new students to meet the schools' administration and Student Services Team and establish an open-door policy as we welcome them into our family.
A volunteer orientation is held to inform parents of the many different opportunities to become involved in their child's school, and how this is a key contributor to student success.

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

In the elementary grades, students participate in weekly STEM lessons that focus on incorporating hands-on 21st Century skills for students, as our dependence on new technologies continues to rapidly increase. In grades five through eight, our Cambridge program uses an interdisciplinary approach wherein teachers plan cross-curricular lessons and projects to add depth and meaning to learning for our students.
Through Social Sciences, our 6th graders participate in the KAPOW (Kids and the Power of Work) program, which partners business and community volunteers with teachers and schools to help students discover new and different jobs, what it takes to do them, and how everything they are learning in school helps them prepare for their futures in the workplace, and life.

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

An articulation night is held annually to offer fifth grade parents and students an extensive overview of what the middle school years will bring. An overview of Vineland's Upper Academy is provided , as well as research on the middle school years and why these years are so difficult for students; what students may do to cope with the pressures of a new environment; what parents can do to support their children; and how we address all these issues with our UA students. The Student Progression Plan and course

requirements were reviewed to make sure that the academic expectations are clear.

In the Upper Academy, both local comprehensive high schools as well as many magnet high schools are invited to come present to our students and their parents all the wonderful things their schools have to offer. These presentations allow families to have questions answered early, in order to make the best choice for each child soon to be entering high school.

The student services department conducts interest inventories to help students make connections between their areas of interest and possible future career paths. They also plan an annual "Career Day" to facilitate opportunities for all students to learn more about a variety of job options for the future.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	82%	Yes	84%
American Indian				
Asian	83%	91%	Yes	85%
Black/African American	63%	67%	Yes	67%
Hispanic	84%	82%	Yes	86%
White	88%	89%	Yes	90%
English language learners	65%	49%	No	69%
Students with disabilities	53%	56%	Yes	58%
Economically disadvantaged	70%	69%	Yes	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	152	27%	28%
Students scoring at or above Achievement Level 4	310	54%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		80%	82%
Students in lowest 25% making learning gains (FCAT 2.0)		85%	87%

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)	48	73%	76%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	24	36%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	34%	41%

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	146	78%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	76%	No	81%
American Indian				
Asian	75%	91%	Yes	78%
Black/African American	61%	58%	Yes	65%
Hispanic	78%	75%	No	81%
White	87%	85%	No	88%
English language learners	63%	49%	No	66%
Students with disabilities	54%	37%	No	59%
Economically disadvantaged	70%	63%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	190	35%	37%
Students scoring at or above Achievement Level 4	208	38%	39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		61%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		48%	53%
Middle school performance on high school EOC and industry certifications		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		4%
Students scoring at or above Achievement Level 4	27	96%	96%

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	31	28%	30%
Students scoring at or above Achievement Level 4	40	36%	37%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	33%	34%
Students scoring at or above Achievement Level 4	37	51%	51%

Florida Alternate Assessment (FAA)

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

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)	6		
Participation in STEM-related experiences provided for students	852	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	52	20%	35%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

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

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	31	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	10	2%	1%
Students who are not proficient in reading by third grade	28	27%	24%
Students who receive two or more behavior referrals	41	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	1%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	31	4%	3%
Students who fail a mathematics course	2	1%	1%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	2	1%	1%
Students who receive two or more behavior referrals	41	5%	4%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	7	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Increase parent attendance at two or more school-sponsored events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent attendance at two or more school-sponsored events.	417	49%	55%

Goals Summary

G1. Results from the 2013 FCAT 2.0 Reading indicate that 82% of students in grades 3-8 scored at or above Level 3. Our goal for 2014 is for 84% of students in grades 3-8 to score at or above a Level 3, an increase of two percentage points.

G2. In 2013, 78% of students in grades 4 and 8 received a score of 3.5 or better on the FCAT Writing 2.0. Our goal for 2014 is for 80% of students in grades 4 and 8 to score 3.5 or above in Writing.

G3. Results from the 2013 FCAT 2.0 Math indicate that 76% of students in grades 3-8 scored at or above Level 3. Our goal for 2014 is for 81% of students in grades 3-8 to score at or above a Level 3, an increase of five percentage points.

G4. Increase the percentage of students enrolled in honors Algebra 1 while maintaining our 100% pass rate on the Algebra EOC.

G5. In 2013, 100% of students received a score of Level 3 or higher. Our goal for 2014 is to maintain a 100% pass rate on the Algebra 1 EOC.

G6. Results from the 2013 FCAT 2.0 Science indicate that 64% of students in grade 5 scored at or above Level 3. Our goal for 2014 is for 67% of students in grade 5 to score at or above a Level 3, an increase of three percentage points.

G7. Results from the 2013 FCAT 2.0 Science indicate that 84% of students in grade 8 scored at or above Level 3. Our goal for 2014 is for 85% of students in grade 8 to score at or above a Level 3, an increase of one percentage point.

G8. Increase the number of STEM-related experiences provided for students.

G9. Increase exposure and opportunities for our Upper Academy students to consider advance career planning options and/or develop interests through CTE courses that they may be able to explore further when they reach high school.

G10. Prepare students in grade 7 to demonstrate proficiency on the 2014 Civics End of Course (EOC) exam.

G11. Provide earlier identification and intervention for elementary students potentially "at risk."

G12. Provide earlier identification and intervention for middle school students potentially "at risk."

G13. Increase parent attendance at two or more school-sponsored events and improve communication regarding positive school happenings such as upcoming events, school improvement initiatives, and progress towards reaching our goals.

Goals Detail

G1. Results from the 2013 FCAT 2.0 Reading indicate that 82% of students in grades 3-8 scored at or above Level 3. Our goal for 2014 is for 84% of students in grades 3-8 to score at or above a Level 3, an increase of two percentage points.

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

Resources Available to Support the Goal
- McGraw-Hill Wonders Program

- McGraw Hill WonderWorks Intervention Program

- Florida Center For Reading Research (FCRR) Materials

Targeted Barriers to Achieving the Goal
- According to results from the 2013 FCAT 2.0 Reading, 49% of English Language Learners (ELL) scored at or above a Level 3. Our goal for 2014 is for at least 69% of ELL students in grades 3-8 to score at or above Level 3 in Reading. As ELL students are non-native speakers, reading vocabulary tends to be an area of difficulty. ELL students struggle to understand context clues and shades of meaning.

- Results from the 2013 FCAT 2.0 Reading indicate that 27% of all students in grades 3-8 scored at a Level 3. Our goal for 2014 is for at least 28% of students in grades 3-8 to score a Level 3, as we work to reduce the number of students scoring at Levels 1 and 2. Data suggest that the area offering the greatest opportunity for improvement is Reporting Category 2, Reading Application. Comparing and contrasting elements, topics, settings, characters and problems within and across grade-level text is a challenge for many students. Students often struggle to read and comprehend complex literary and informational texts independently and proficiently.

- Results from the 2013 FCAT 2.0 Reading indicate that 54% of all students in grades 3-8 scored at or above a Level 4. Our goal for 2014 is for at least 55% of students in grades 3-8 to score at or above a Level 4 in Reading. In order for students to demonstrate superior reading skills, additional instruction in Reporting Category 3, Literary Analysis/Fiction/Nonfiction, is needed.

- The results of the 2013 FCAT 2.0 Reading indicate that 80% of students in grades 3-8 made learning gains. Our goal for 2014 is for at least 82% of students in grades 3-8 to demonstrate learning gains. Because students are grouped heterogeneously, differentiated instruction must be provided to all students in order to ensure at least one year of academic growth.

- The results of the 2013 FCAT 2.0 Reading indicate that 85% of students in the Lowest 25% made learning gains. Our goal for 2014 is for at least 87% of the Lowest 25% of students in grades 4-8 to demonstrate learning gains. During the reading intervention block, instruction must be designed to target specific student needs including explicit instruction on specific skills and the application of these skills.

- Results from the 2013 administration of Comprehensive English Language Learning Assessment (CELLA) indicate that 73% of ELL students scored proficient on the Listening and Speaking portion. Our goal for 2014 is for at least 76% of ELL students to score proficient on the Listening and Speaking portion of CELLA. Students have limited knowledge of the English language because it is not the primary language spoken at home. Students lack many basic English language skills to understand and speak English.

- Results from the 2013 administration of CELLA indicate that 36% of ELL students scored proficient on the Reading portion. Our goal for 2014 is for at least 42% of ELL students to score proficient on the Reading portion of CELLA. Limited English Proficient (LEP) students are required to receive Spanish as their intervention, instead of the research-based reading intervention that non-ELL students receive. It can take a considerable amount of time to identify

learning disabilities among LEP students, because language has to be ruled out as the cause of the insufficient progress.

- Results from the 2013 administration of CELLA indicate that 34% of ELL students scored proficient on the Writing portion. Our goal for 2014 is for at least 41% of ELL students to score proficient on the Writing portion of CELLA. Students have limited knowledge of the English language because it is not the primary language spoken at home. Students lack the basic English language skills to understand, speak, and write the English language.

Plan to Monitor Progress Toward the Goal

MTSS Team will follow the CIM; Review assessment data from FAIR, McGraw Hill Wonders/WonderWorks, and Interim Assessments, as these data become available; E-Gradebook reports that indicate students making unsatisfactory progress will also be reviewed bi-weekly to determine if students are grasping these benchmarks. These reports will be reviewed at monthly MTSS/RtI meetings as well as grade level meetings; Follow-up conversations with teachers regarding student progress will offer feedback and discussion as to whether the data provide evidence to suggest that instructional changes are needed.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Ongoing throughout the school year

Evidence of Completion:
Formative: FAIR; Interim Assessments; Wonders Weekly Skills and Unit Assessments; E-Gradebook reports; Student work Summative: 2014 FCAT 2.0 Reading CELLA

G2. In 2013, 78% of students in grades 4 and 8 received a score of 3.5 or better on the FCAT Writing 2.0. Our goal for 2014 is for 80% of students in grades 4 and 8 to score 3.5 or above in Writing.

Targets Supported
- Writing

Resources Available to Support the Goal
- State-released FCAT 2.0 Writing materials, including the FCAT 2.0 Writing Scoring Rubric, anchor papers, Secure Writing Responses DVD, Grade 4 and Grade 8 District Baseline instruments for Writing

Targeted Barriers to Achieving the Goal
- The increased rigor being applied to the grade 4 FCAT 2.0 Writing rubric requires additional emphasis on the conventions of grammar and quality of details. Many teachers have not received formal training in scoring using these higher expectations.

- The increased rigor being applied to the grade 8 FCAT 2.0 Writing rubric requires additional emphasis on the conventions of grammar and quality of details. Many teachers have not received formal training in scoring using these higher expectations.

Plan to Monitor Progress Toward the Goal

Follow CIM; Review assessment data and student work; Administration will hold data chats with teachers, and adjustments will be made as needed

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: District baseline and mid-year data; Submitted writing samples; Pre and post test scores; Summative: 2014 FCAT Writing 2.0

G3. Results from the 2013 FCAT 2.0 Math indicate that 76% of students in grades 3-8 scored at or above Level 3. Our goal for 2014 is for 81% of students in grades 3-8 to score at or above a Level 3, an increase of five percentage points.

Targets Supported

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

- Algebra 1 EOC

Resources Available to Support the Goal

- Elementary math series: Go Math

- National Council for Teachers of Mathematics (NCTM) Materials

- Secondary math series: Holt McDougal Mathematics (Florida) Course 1 Holt McDougal Mathematics (Florida) Course 2 Holt McDougal Mathematics (Florida) Course 3 Prentice Hall Algebra 1 Honors Gold Series (Florida)

- National Library of Virtual Manipulatives http://nlvm.usu.edu/

Targeted Barriers to Achieving the Goal

- According to results from the 2013 FCAT 2.0 Math, 75% of Hispanic students in grades 3-8 scored at or above a Level 3. Our goal for 2014 is for at least 81% of Hispanic students to score at or above Level 3 in Math. Vocabulary development: Because math language is not often used in everyday language, students need additional support to understand key concepts in math.

- According to results from the 2013 FCAT 2.0 Math, 85% of White students in grades 3-8 scored at or above a Level 3. Our goal for 2014 is for at least 88% of White students to score at or above Level 3 in Math. Vocabulary development: Because math language is not often used in everyday language, students need additional support to understand key concepts in math.

- According to results from the 2013 FCAT 2.0 Math, 49% of ELL students in grades 3-8 scored at or above a Level 3. Our goal for 2014 is for at least 66% of ELL students to score at or above Level 3 in Math. Vocabulary development: Because math language is not often used in everyday language, students need additional support to understand key concepts in math.

- According to results from the 2013 FCAT 2.0 Math, 37% of SWD in grades 3-8 scored at or above a Level 3. Our goal for 2014 is for at least 59% of SWD to score at or above Level 3 in Math. Vocabulary development: Because math language is not often used in everyday language, students need additional support to understand key concepts in math.

- According to results from the 2013 FCAT 2.0 Math, 63% of ED students in grades 3-8 scored at or above a Level 3. Our goal for 2014 is for at least 73% of ED students to score at or above Level 3 in Math. Vocabulary development: Because math language is not often used in everyday language, students need additional support to understand key concepts in math.

- Results from the 2013 FCAT 2.0 Math indicate that 35% of all students in grades 3-8 scored at a Level 3. Our goal for the 2014 is for at least 37% of students in grades 3-8 to score a Level 3, as we work to reduce the number of students scoring at Levels 1 and 2. .

- Results from the 2013 FCAT 2.0 Math indicate that 38% of all students in grades 3-8 scored at a Level 4 or 5. Our goal for 2014 is for at least 39% of students in grades 3-8 to score at a Level 4 or 5 in Math. In order for students to demonstrate superior mathematics skills, additional instruction in Reporting Category 2 Geometry and Measurement is needed.

- The results of the 2013 FCAT 2.0 Math indicate that 72% of students in grades 3-8 made learning gains. Our goal for 2014 is for at least 75% of students in grades 3-8 to demonstrate

learning gains. Because students are grouped heterogeneously, differentiated instruction must be provided to all students in order to ensure at least one year of academic growth.

- The results of the 2013 FCAT 2.0 Math indicate that 61% of students in the Lowest 25% made learning gains. Our goal for 2014 is for at least 65% of the Lowest 25% of students in grades 4-8 to demonstrate learning gains. Many students struggle with memorizing their basic math facts, and move onto the next grade level without a solid enough foundation to be able to solve more complex, multi-step problems. Instruction must be designed to target specific student needs including explicit instruction on specific skills and the application of these skills.

Plan to Monitor Progress Toward the Goal

Follow CIM; Review assessment data from Interim Assessments, RIverdeep, SuccessMaker, and STAR Math as these data become available; E-Gradebook reports that indicate students making unsatisfactory progress will also be reviewed bi-weekly to determine if students are grasping these benchmarks; These reports will be reviewed at monthly MTSS/RtI meetings as well as grade level meetings; Administration will meet with teachers to conduct data chats to help determine if additional adjustments are needed in instruction

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Ongoing throughout the school year

Evidence of Completion:
Formative: Interim Assessments; iReady reports; SuccessMaker reports; STAR Math reports; e-Gradebook reports; Teacher-made tests Summative: 2014 Florida Comprehensive Assessment Test (FCAT 2.0) in Math

G4. Increase the percentage of students enrolled in honors Algebra 1 while maintaining our 100% pass rate on the Algebra EOC.

Targets Supported

Resources Available to Support the Goal
- Eight grade mathematics placement test; Historical student performance data Student services

Targeted Barriers to Achieving the Goal
- It is not always in the best interest of the child to participate in middle school acceleration to honors Algebra 1. Because of the challenges in course scheduling for a small middle school, students who skip a year of math to be accelerated into honors Algebra 1 must also skip a year of science to be placed in honors Physical Science concurrently. Many middle school students may not be ready for two rigorous honors high school courses that will appear on their transcripts. This year, the EOC score will make up 30% of a student's final grade in Algebra. It is the school's responsibility to place students appropriately, so that they may be successful.

- The District has recommended that students scoring a Level 3 or "Satisfactory" on the Grade 7 FCAT 2.0 Math should skip the eighth grade math course to accelerate into honors Algebra 1. Maintaining a 100% pass rate on the EOC while expanding the minimum threshold recommendations for enrollment will be a challenge.

Plan to Monitor Progress Toward the Goal

Monitor student progress in honors Algebra 1 and honors Physical Science

Person or Persons Responsible
Assistant Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
e-Gradebook reports and Interim Assessment results

G5. In 2013, 100% of students received a score of Level 3 or higher. Our goal for 2014 is to maintain a 100% pass rate on the Algebra 1 EOC.

Targets Supported
- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal
- Prentice Hall Algebra 1 Honors Gold Series (Florida)

Targeted Barriers to Achieving the Goal
- In 2013, only one student scored at a Level 3 on the Algebra 1 EOC, with the rest of the students earning a Level 4 or 5.
- In 2013, all but one student (96%) scored a Level 4 or 5 on the Algebra 1 EOC.

Plan to Monitor Progress Toward the Goal

Follow CIM; Review assessment data; Conduct data chats with teacher

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Meeting agendas and notes

G6. Results from the 2013 FCAT 2.0 Science indicate that 64% of students in grade 5 scored at or above Level 3. Our goal for 2014 is for 67% of students in grade 5 to score at or above a Level 3, an increase of three percentage points.

Targets Supported

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Common planning time

- Science GIZMOS

- Promethean Boards

- Cambridge standards and guide

Targeted Barriers to Achieving the Goal

- Results from the 2013 FCAT 2.0 Science indicate that 28% of students in grade 5 scored at Level 3. Our goal for 2014 is for 30% of students in grade 5 to score at or above a Level 3, as we work to reduce the number of students scoring at Levels 1 and 2. Students in grade 5 found the the most challenging reporting category on the 2013 FCAT Science Physical Science.

- Results from the 2013 FCAT 2.0 Science indicate that 36% of students in grade 5 scored at or above Level 4. Our goal for 2014 is for 37% of students in grade 5 to score at or above Level 4, an increase of one percentage point. Understanding fundamental concepts of science is as important for our students as understanding those in language arts and mathematics. Students need to be able to make connections, and apply the skills they learn across different disciplines. Opportunities are needed to incorporate cross-curricular projects to extend knowledge and provide meaningful academic enrichment.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, Interim Assessment reports for Science will be reviewed; Conduct data chats with teachers during grade level meetings to determine of instructional adjustments are needed (Administration)

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Interim Assessment Results; e-Gradebook reports; Gizmos reports; Student Work
Summative: 2014 FCAT 2.0 Science

G7. Results from the 2013 FCAT 2.0 Science indicate that 84% of students in grade 8 scored at or above Level 3. Our goal for 2014 is for 85% of students in grade 8 to score at or above a Level 3, an increase of one percentage point.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Essential science labs

- GIZMOS

- Promethean board

- Student lab journals

- Pearson Interactive Science Florida Series

Targeted Barriers to Achieving the Goal

- Results from the 2013 FCAT 2.0 Science indicate that 33% of all students in grades 8 scored at a Level 3. Our goal for the 2014 is for at least 34% of students in grade 8 to score a Level 3, as we work to reduce the number of students scoring at Levels 1 and 2. In order for students to gain a deeper understanding of science concepts, additional opportunities are needed for students to conduct hands-on experiments.

- Results from the 2013 FCAT 2.0 Science indicate that 51% of all students in grades 8 scored at or above a Level 4. Our goal for the 2014 is to maintain at least 51% of students in grade 8 scoring a Level 4 or above. Middle school students taking the accelerated honors Physical Science are required to meet all the expectations for this rigorous high school level course, yet they must also learn the eighth grade benchmarks that will be covered on the 2014 FCAT 2.0 Science simultaneously.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Interim Assessments GIZMOS reports Summative: 2014 FCAT 2.0 Science

G8. Increase the number of STEM-related experiences provided for students.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Vex Robotics
- Fairchild Challenge
- Cambridge

Targeted Barriers to Achieving the Goal
- Students have not had many opportunities to participate in STEM-related activities at school.

Plan to Monitor Progress Toward the Goal

Review the STEM-related activities in which students have participated

Person or Persons Responsible
EESAC

Target Dates or Schedule:
Mid-year and end of year

Evidence of Completion:
Formative: Student artifacts Summative: Report by grade level of STEM-related activities

G9. Increase exposure and opportunities for our Upper Academy students to consider advance career planning options and/or develop interests through CTE courses that they may be able to explore further when they reach high school.

Targets Supported
- CTE

Resources Available to Support the Goal
- Computer lab
- TV Production studio

Targeted Barriers to Achieving the Goal
- According to the MDCPS Student Progression Plan, middle school students are required to take physical education for one of their electives, and if a student scores FCAT Level 1 or 2 in Reading, they are further required to be enrolled in an intensive reading class for their other elective. This, along with the constraints that come with being a K-8 Center, limits the opportunities for students to take additional CTE-type courses as electives.

Plan to Monitor Progress Toward the Goal

Work with register to ensure that the maximum number of students are enrolled in semesterized elective courses.

Person or Persons Responsible
Assistant Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Master schedule/class lists

G10. Prepare students in grade 7 to demonstrate proficiency on the 2014 Civics End of Course (EOC) exam.

Targets Supported
- Civics EOC

Resources Available to Support the Goal
- We the People

- Promethean Board

- Graphic organizers

Targeted Barriers to Achieving the Goal
- Primary source documents are often above grade level text. Students struggle with non-fiction text and primary sources with a high readability level.

Plan to Monitor Progress Toward the Goal

Following the FCIM, review student performance data to determine if adjustments are needed

Person or Persons Responsible
MTSS/RtI Team, civics teacher, language arts teacher

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Interim Assessments Student work Summative: 2014 Civics EOC

G11. Provide earlier identification and intervention for elementary students potentially "at risk."

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Student Services Team Code of Student Conduct Miami Dade County Police Department "Do the Right Thing" Listeners/"Oyentes" Program Jackson Health System Mental Health Emergency Services Psych Solutions

Targeted Barriers to Achieving the Goal
- Parents of primary students do not take attendance as seriously as parents of older students; students in K-2 are more likely to miss 10% or more of instructional time; primary students tend to accumulate more absences, more tardies, and more early dismissals than older students.
- In order to decrease the number of students retained, additional training is needed to have consistency in the schoolwide processes in place to support students struggling academically, such as the Response to Intervention (RtI) model.
- In order to ensure that more students are proficient in reading by grade 3, more differentiation is needed to meet the needs of a diverse population.
- In order to decrease the number of students who receive behavioral referrals that lead to suspension, additional training is needed to have consistency in the schoolwide processes in place to support students, such as the Code of Student Conduct (COSC) and the Schoolwide Behavior Plan.

Plan to Monitor Progress Toward the Goal

Follow the CIM to: Monitor attendance bulletins; Review Progress monitoring data and RFAs; Review e-Gradebook reports; Data chats with teachers; Monitor SCMS

Person or Persons Responsible
Administration, MTSS/RtI

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: MtSS meeting agendas and notes Attendance bulletins; Student performance data reports; Student failure report from e-Gradebook; Rosters for guided reading groups; Summative: End of Year Attendance Rate from Cognos Suspension Rate Retained Student Report Student Failure Report Report on SCMS referrals Standardized test results

G12. Provide earlier identification and intervention for middle school students potentially "at risk."

Targets Supported
- EWS
- EWS - Middle School

Resources Available to Support the Goal
- School Guidance Counselor School Social Worker MTSS/RtI Process Attendance Review Committee (ARC) Code of Student Conduct (COSC) Student Case Management System (SCMS)

Targeted Barriers to Achieving the Goal
- Additional training is needed to have consistency in the schoolwide attendance processes in place to support students who are missing more than 10% of instructional time.
- Additional training is needed to have consistency in the schoolwide processes in place to support students struggling academically, such as the Response to Intervention (RtI) model.
- Additional training is needed to have consistency in the schoolwide processes in place, such as the Code of Student Conduct (COSC) and Schoolwide Behavior Plan/Demerit System, to support students who accumulate behavior referrals that could potentially lead to suspension.

Plan to Monitor Progress Toward the Goal

Review of attendance bulletins; Review with counselor contacts made and students on our "radar" Assist in identifying areas of inconsistency that require further attention; Look for possible patterns in referrals for behavior and/or demerit slips issued to determine if there are specific students unable to manage their behavior in multiple situations or if there are staff members who initiate a disproportionate number of referrals/demerit slips for students who do not display inappropriate behaviors with other staff members.

Person or Persons Responsible
Administration, MTSS/RtI Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Attendance bulletins e-Gradebook reports Progress monitoring data Parent contact logs Demerit tallies and logs Referrals (SCMS) for behavior

G13. Increase parent attendance at two or more school-sponsored events and improve communication regarding positive school happenings such as upcoming events, school improvement initiatives, and progress towards reaching our goals.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Social media

Targeted Barriers to Achieving the Goal
- This year, we do not have a volunteer to continue to assemble and distribute the "Grapevine," PTA Newsletter, which provided important information about school happenings.

Plan to Monitor Progress Toward the Goal

Review attendance at school events to determine if adjustments need to be made in the day of the week or time of day school events are held or in the way that parents are notified of such events

Person or Persons Responsible
PTA Board, EESAC, and Principal

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Attendance as recorded by sign-in sheets

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Results from the 2013 FCAT 2.0 Reading indicate that 82% of students in grades 3-8 scored at or above Level 3. Our goal for 2014 is for 84% of students in grades 3-8 to score at or above a Level 3, an increase of two percentage points.

G1.B1 According to results from the 2013 FCAT 2.0 Reading, 49% of English Language Learners (ELL) scored at or above a Level 3. Our goal for 2014 is for at least 69% of ELL students in grades 3-8 to score at or above Level 3 in Reading. As ELL students are non-native speakers, reading vocabulary tends to be an area of difficulty. ELL students struggle to understand context clues and shades of meaning.

G1.B1.S1 Students will learn context clues to determine meanings of words and phrases, distinguishing literal from non-literal language.

Action Step 1

Provide practice in determining meaning of general academic and domain specific words in a text relevant to a topic or subject area; Provide cross-content reading; Identify cognates during instruction; Utilize category word walls (classwide or personal) to help students group synonyms, antonyms, multiple meaning words, and idioms; Assist students in developing and maintaining a response journal

Person or Persons Responsible

Teachers in grades 3-8

Target Dates or Schedule

Daily

Evidence of Completion

Student work; Word walls displayed; Lesson plans

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

Administration will perform regular classroom walkthroughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Schedule and Logs

Plan to Monitor Effectiveness of G1.B1.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the instruction through examination of authentic student work, class engagement, and student performance during lessons, and on formative assessments. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Analysis of student work; agenda/minutes from grade level meetings; notes from teacher feedback sessions.

G1.B2 Results from the 2013 FCAT 2.0 Reading indicate that 27% of all students in grades 3-8 scored at a Level 3. Our goal for 2014 is for at least 28% of students in grades 3-8 to score a Level 3, as we work to reduce the number of students scoring at Levels 1 and 2. Data suggest that the area offering the greatest opportunity for improvement is Reporting Category 2, Reading Application. Comparing and contrasting elements, topics, settings, characters and problems within and across grade-level text is a challenge for many students. Students often struggle to read and comprehend complex literary and informational texts independently and proficiently.

G1.B2.S1 In order for students to be able to independently and proficiently read and comprehend literature and informational text at the high end of the text complexity band, teachers will provide opportunities for students to cite details and examples from text in order to identify author's purpose, determine stated and implied main ideas, identify causal relationships and draw inferences.

Action Step 1

Use grade-level appropriate texts that include identifiable author's purpose for writing (including informing, telling a story, conveying a particular mood, entertaining or explaining; Provide practice in making inferences and drawing conclusions within and across texts; Establish an instructional routine for and expose students to Close Reading procedure; Utilize graphic organizers to identify the different text structures after reading informational texts. (e.g., cause/effect chain, Venn diagram, informational text structure chart and timelines); Provide opportunities for students to respond to the text to explain how text structure impacts the meaning of the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work Lesson plans

Facilitator:

Reading Leader

Participants:

Teachers

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

Administration will perform regular classroom walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Schedule and Logs

Plan to Monitor Effectiveness of G1.B2.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the instruction through examination of authentic student work, class engagement, and student performance during lessons, and on formative assessments. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Analysis of student work; Agendas/minutes from grade level meetings; Notes from teacher feedback sessions

G1.B3 Results from the 2013 FCAT 2.0 Reading indicate that 54% of all students in grades 3-8 scored at or above a Level 4. Our goal for 2014 is for at least 55% of students in grades 3-8 to score at or above a Level 4 in Reading. In order for students to demonstrate superior reading skills, additional instruction in Reporting Category 3, Literary Analysis/Fiction/Nonfiction, is needed.

G1.B3.S1 Provide additional opportunities for students to identify and interpret elements of story structure and style within and across texts.

Action Step 1

Assist students in understanding character development and point of view by studying mood, tone, attitude, and bias; Practice close reading with probing questions to help students determine how a narrator's or speaker's point of view influences how events are described; Analyze multiple accounts of the same event or topic to note important similarities and differences in the points of view they present; Ask students to identify and explain the use of "Tools Authors Use," including literary devices, as well as descriptive, idiomatic, and figurative language to describe people, feelings, and objects.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Student work

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

Administration will perform regular classroom walkthroughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthrough Schedules and Logs

Plan to Monitor Effectiveness of G1.B3.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the reading instruction through examination of authentic student work, class engagement, and student performance during lessons. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Analysis of student work; agenda/minutes from grade level meetings; notes from teacher feedback sessions

G1.B4 The results of the 2013 FCAT 2.0 Reading indicate that 80% of students in grades 3-8 made learning gains. Our goal for 2014 is for at least 82% of students in grades 3-8 to demonstrate learning gains. Because students are grouped heterogeneously, differentiated instruction must be provided to all students in order to ensure at least one year of academic growth.

G1.B4.S1 Utilize baseline data to determine the appropriate focus for differentiated instruction for each student and provide students with opportunities for critical thinking. Groups are modified throughout the school year based on ongoing progress monitoring data.

Action Step 1

Place students in their applicable McGraw- Hill Wonders leveled reader DI group (Approaching, On-Level, and Beyond Level) based on multiple data points; Plan and execute lessons on targeted benchmarks using Mc-Graw Hill Wonders leveled readers and Florida Center for Reading Research materials

Person or Persons Responsible

ELA teachers

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walkthroughs; Student rosters with DI groupings; Data to support groupings; Lesson plans that reflect the differentiation; Student work

Facilitator:

Reading Leader

Participants:

Teachers

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

Administration will perform regular classroom walkthroughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Schedules and Logs

Plan to Monitor Effectiveness of G1.B4.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the instruction through examination of authentic student work, class engagement, and student performance during lessons, and on formative assessments. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Analysis of student work; Agenda/minutes from grade level meetings; Notes from teacher feedback sessions; Results of formative assessments

G1.B5 The results of the 2013 FCAT 2.0 Reading indicate that 85% of students in the Lowest 25% made learning gains. Our goal for 2014 is for at least 87% of the Lowest 25% of students in grades 4-8 to demonstrate learning gains. During the reading intervention block, instruction must be designed to target specific student needs including explicit instruction on specific skills and the application of these skills.

G1.B5.S1 Plan and implement an intervention schedule utilizing the McGraw Hill WonderWorks program and reading benchmark remediation with complex text.

Action Step 1

Utilize 2013 FAIR End of the Year data, individual student results from the 2013 FCAT Reading 2.0, SAT scores, and retained students report to create initial intervention lists for each homeroom.

Person or Persons Responsible

Assistant Principal and Reading Leader

Target Dates or Schedule

August 2013

Evidence of Completion

Intervention master list

Action Step 2

Use the student performance data to plan intervention groups with the appropriate skill focus lessons (for foundational reading skill deficits or comprehension skill breakdown) for targeted students; Create ongoing progress monitoring folders to keep monitoring data organized

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning August 2013, but updating throughout the year

Evidence of Completion

Intervention group rosters and the data to support these groupings; lesson plans; students work; classroom walkthroughs

Facilitator:

Reading Leader

Participants:

Teachers

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

Administration will perform regular classroom walkthroughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Schedule and Logs

Plan to Monitor Effectiveness of G1.B5.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the instruction through examination of authentic student work, class engagement, and student performance during lessons, and on formative assessments. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Analysis of student work; Agenda/minutes from grade level meetings; Notes from teacher feedback sessions; Results from formative assessments

G1.B6 Results from the 2013 administration of Comprehensive English Language Learning Assessment (CELLA) indicate that 73% of ELL students scored proficient on the Listening and Speaking portion. Our goal for 2014 is for at least 76% of ELL students to score proficient on the Listening and Speaking portion of CELLA. Students have limited knowledge of the English language because it is not the primary language spoken at home. Students lack many basic English language skills to understand and speak English.

G1.B6.S1 When addressing the areas of listening and speaking, reading teachers will model correct phrasing, use substitution and repetition; teachers will ask questions that are interactive and meaningful.

Action Step 1

Use illustration from reading text to stimulate oral discussion among the students; Use the Language Experience Approach in the classroom to have students retell events and answer questions aloud: Model standard spoken English phrases and sentences to motivate students to orally communicate in English; Practice role-play to demonstrate understanding of reading text

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans; Classroom walkthroughs

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

Administration will perform regular classroom walkthroughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Logs; Meeting agendas/minutes

Plan to Monitor Effectiveness of G1.B6.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the instruction through examination of authentic student work, class engagement, and student performance during lessons, and on formative assessments. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student performance data; Lesson plans; Walkthrough logs; Meeting Agenda/Minutes

G1.B7 Results from the 2013 administration of CELLA indicate that 36% of ELL students scored proficient on the Reading portion. Our goal for 2014 is for at least 42% of ELL students to score proficient on the Reading portion of CELLA. Limited English Proficient (LEP) students are required to receive Spanish as their intervention, instead of the research-based reading intervention that non-ELL students receive. It can take a considerable amount of time to identify learning disabilities among LEP students, because language has to be ruled out as the cause of the insufficient progress.

G1.B7.S1 When addressing reading, both language arts/reading teachers and Spanish teachers will model "Think Alouds" to slow down the reading process to allow students to get a good look at how skilled readers construct meaning even when some of the vocabulary is unfamiliar. Teachers will also utilize a variety of semantic maps and charts to show students how to visually organize information to identify helpful context clues during language arts and Spanish class.

Action Step 1

Focus on developing vocabulary skills by using the following ESOL strategies: Vocabulary maps to help build meaning and understanding of words; Interactive Word Walls; Context Clues to unlock the meaning of unfamiliar words; Personal dictionaries; Differentiating instruction to address individual needs along with reciprocal teaching strategies

Person or Persons Responsible

Language arts and Spanish teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Classroom walkthroughs; Student performance data

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

Administration will perform regular classroom walkthroughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Log

Plan to Monitor Effectiveness of G1.B7.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the instruction through examination of authentic student work, class engagement, and student performance during lessons, and on formative assessments. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Analysis of student work; Agenda/minutes from grade level meetings; Notes from teacher feedback sessions

G1.B8 Results from the 2013 administration of CELLA indicate that 34% of ELL students scored proficient on the Writing portion. Our goal for 2014 is for at least 41% of ELL students to score proficient on the Writing portion of CELLA. Students have limited knowledge of the English language because it is not the primary language spoken at home. Students lack the basic English language skills to understand, speak, and write the English language.

G1.B8.S1 When addressing the area of writing, English Language Arts teachers will help students to maintain reading response logs so that they may record their thoughts and questions about literature, content area text, or research material.

Action Step 1

Provide additional opportunities to practice academic writing; Provide graphic organizers during instructional time to display information represented in another way; Have students illustrate and label key concepts when involved with a writing activity; Require students to write in their reading response journals to record their thoughts or questions about what they have read.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans; Student work (response journals); Classroom Walkthrough Logs

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

Administration will perform regular classroom walkthroughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Log

Plan to Monitor Effectiveness of G1.B8.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the instruction through examination of authentic student work, class engagement, and student performance during lessons, and on formative assessments. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Analysis of student work; Agenda/minutes from grade level meetings; Notes from teacher feedback sessions.

G2. In 2013, 78% of students in grades 4 and 8 received a score of 3.5 or better on the FCAT Writing 2.0. Our goal for 2014 is for 80% of students in grades 4 and 8 to score 3.5 or above in Writing.

G2.B1 The increased rigor being applied to the grade 4 FCAT 2.0 Writing rubric requires additional emphasis on the conventions of grammar and quality of details. Many teachers have not received formal training in scoring using these higher expectations.

G2.B1.S1 Provide explicit professional development for fourth and eighth grade teachers in the proper interpretation of the writing rubric.

Action Step 1

Lead professional development in the FCAT Writing rubric; Distribute the rubric and discuss each scoring component; Provide last year's state-released FCAT Writing anchor papers to practice scoring with teachers; Highlight and discuss interpretation of the rubric as it pertains to these papers; Re-examine the rubric to discover the root of any discrepancies between teacher assigned scores and the actual scores awarded to these anchor papers; Conduct the same exercise some of our own school's 2013 secure writing responses (with names and scores redacted) printed from the DVD provided by the State; Re-assess these responses according to the rubric to determine what each would have needed to receive higher scores.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

At grade level meetings

Evidence of Completion

Meeting Agenda/Minutes; Copies of rubric, anchor papers, and student samples

Facilitator:

Assistant Principal

Participants:

Assistant Principal

Action Step 2

Introduce students to self-editing for the purpose of teaching them to assess and monitor their own writing progress and that of their peers, utilizing both anchor papers and the FCAT Writing rubric; Student work will be used as a teaching tool to familiarize students with the expectations set in the scoring rubric.

Person or Persons Responsible

4th grade ELA teachers

Target Dates or Schedule

Beginning of the year to continue throughout the school year

Evidence of Completion

Lesson plans; Student work; Evidence of feedback on papers

Action Step 3

Conduct whole group lesson using samples from student baseline writing submissions to have class score these papers using the rubric; Have students cite evidence from the papers to support scoring; Identify potential revisions/improvements that could be added to papers to raise the score; In December, guided writing groups will begin in language arts classes in order to better differentiate writing instruction to ensure that students are given tools to improve the structure and style of their writing.

Person or Persons Responsible

4th grade ELA teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson plans; Student work

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

Conduct regular classroom walkthroughs; Collect agendas and notes from grade level meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting agendas/minutes; Classroom Walkthroughs logs; Analysis of student work

Plan to Monitor Effectiveness of G2.B1.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the instruction through examination of authentic student work, class engagement, and student performance during lessons, and on formative assessments. District Writing Baseline and MidYear data will be collected and compared. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

Person or Persons Responsible

Administration, Reading Leader

Target Dates or Schedule

Beginning of the year, Middle of the Year, and End of the Year

Evidence of Completion

Classroom Walkthrough logs; Student Work; Writing data tallies and reports

G2.B2 The increased rigor being applied to the grade 8 FCAT 2.0 Writing rubric requires additional emphasis on the conventions of grammar and quality of details. Many teachers have not received formal training in scoring using these higher expectations.

G2.B2.S1 Provide explicit professional development for fourth and eighth grade teachers in the proper interpretation of the writing rubric.

Action Step 1

Lead professional development in the FCAT Writing rubric; Distribute the rubric and discuss each scoring component; Provide last year's state-released FCAT Writing anchor papers to practice scoring with teachers; Highlight and discuss interpretation of the rubric as it pertains to these papers; Re-examine the rubric to discover the root of any discrepancies between teacher assigned scores and the actual scores awarded to these anchor papers; Conduct the same exercise some of our own school's 2013 secure writing responses (with names and scores redacted) printed from the DVD provided by the State; Re-assess these responses according to the rubric to determine what each would have needed to receive higher scores.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Evidence of Completion

PD materials Agenda and sign-in from PD;

Facilitator:

Assistant Principal

Participants:

4th and 8th grade ELA teachers

Action Step 2

Introduce students to self-editing for the purpose of teaching them to assess and monitor their own writing progress and that of their peers, utilizing both anchor papers and the FCAT Writing rubric; Student work will be used as a teaching tool to familiarize students with the expectations set in the scoring rubric.

Person or Persons Responsible

8th grade ELA teacher

Target Dates or Schedule

Beginning in August and continuing throughout the school year

Evidence of Completion

Lesson plans; Student work

Action Step 3

Conduct whole group lesson using samples from student baseline writing submissions to have class score these papers using the rubric; Have students cite evidence from the papers to support scoring; Identify potential revisions/improvements that could be added to papers to raise the score; In December, guided writing groups will begin in language arts classes in order to better differentiate writing instruction to ensure that students are given tools to improve the structure and style of their writing.

Person or Persons Responsible

8th grade ELA teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans; Student work

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

Classroom instruction will be monitored through regular walkthroughs;

Person or Persons Responsible

Adminstration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Classroom Walkthrough Logs; Analysis of student work

Plan to Monitor Effectiveness of G2.B2.S1

Collect agendas from grade level meetings in which data will be reviewed and instructional content/priorities will be discussed and adjusted if necessary.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting agendas and notes Assessment data Guided writing group rosters

G3. Results from the 2013 FCAT 2.0 Math indicate that 76% of students in grades 3-8 scored at or above Level 3. Our goal for 2014 is for 81% of students in grades 3-8 to score at or above a Level 3, an increase of five percentage points.

G3.B1 According to results from the 2013 FCAT 2.0 Math, 75% of Hispanic students in grades 3-8 scored at or above a Level 3. Our goal for 2014 is for at least 81% of Hispanic students to score at or above Level 3 in Math. Vocabulary development: Because math language is not often used in everyday language, students need additional support to understand key concepts in math.

G3.B1.S1 Students will be immersed in the language of math through repeated exposure, the use of graphic organizers, and mathematical discourse.

Action Step 1

Apply the four domains of language (listening, speaking, reading, writing) in math as part of the daily instructional routine; Model and provide additional practice for students in explaining their methods for problem solving, rather than just "showing their work." Model and provide additional practice for students in the use of graphic organizers to assist in organizing, visualizing, deciphering, and conceptualizing complex content.

Person or Persons Responsible

Math teachers in grades 3-8

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walkthroughs; Review of authentic student work; Word walls displayed; Lesson plans;

Facilitator:

Math Liaison

Participants:

Math teachers in grades 3-8

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

Administration will perform regular classroom walkthroughs. Administration will identify model teachers to present exemplary student samples and best practices for using graphic organizers in mathematics during faculty meetings.

> **Person or Persons Responsible**
>
> Administration
>
> **Target Dates or Schedule**
>
> Weekly
>
> **Evidence of Completion**
>
> Classroom Walkthrough Logs Review of student work; Review of gradebook reports

Plan to Monitor Effectiveness of G3.B1.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the mathematics instruction through examination of authentic student work, class engagement, and student performance during lessons. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

> **Person or Persons Responsible**
>
> Administration
>
> **Target Dates or Schedule**
>
> Ongoing
>
> **Evidence of Completion**
>
> Analysis of student work; Agendas/minutes from grade level meetings; Review of formative assessments and subsequent data chats with teachers; Notes from teacher feedback sessions; Review of gradebook reports

G3.B1.S2 Using formative assessment data from Interims and iReady, to identify students to include in targeted before and after school tutoring for additional skill building in mathematics.

Action Step 1

Use formative assessment data from Interims and iReady, to identify students to participate in tutoring.

Person or Persons Responsible

Assistant Principal and math teachers

Target Dates or Schedule

March 2013

Evidence of Completion

Lists of identified students, parent notification letters and tutoring logs

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Student performance data based on this intervention will be reviewed.

Person or Persons Responsible

School administration

Target Dates or Schedule

Weekly

Evidence of Completion

iReady reports documenting progress

Plan to Monitor Effectiveness of G3.B1.S2

iReady data reports will be reviewed to measure progress.

Person or Persons Responsible

School administration

Target Dates or Schedule

Weekly

Evidence of Completion

iReady reports documenting progress and tutoring logs

G3.B2 According to results from the 2013 FCAT 2.0 Math, 85% of White students in grades 3-8 scored at or above a Level 3. Our goal for 2014 is for at least 88% of White students to score at or above Level 3 in Math. Vocabulary development: Because math language is not often used in everyday language, students need additional support to understand key concepts in math.

G3.B2.S1 Students will be immersed in the language of math through repeated exposure, the use of graphic organizers, and mathematical discourse.

Action Step 1

Apply the four domains of language (listening, speaking, reading, writing) in math as part of the daily instructional routine; Model and provide additional practice for students in explaining their methods for problem solving, rather than just "showing their work." Model and provide additional practice for students in the use of graphic organizers to assist in organizing, visualizing, deciphering, and conceptualizing complex content.

Person or Persons Responsible

Math teachers in grades 3-8

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walkthroughs; Review of authentic student work; Word walls displayed; Lesson plans;

Facilitator:

Math Liaison

Participants:

Math teachers in grades 3-8

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

Administration will perform regular classroom walkthroughs. Administration will identify model teachers to present exemplary student samples and best practices for using graphic organizers in mathematics during faculty meetings.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthrough Schedule and Logs

Plan to Monitor Effectiveness of G3.B2.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the reading instruction through examination of authentic student work, class engagement, and student performance during lessons. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Analysis of student work; agenda/minutes from grade level meetings; notes from teacher feedback sessions

G3.B2.S2 Using formative assessment data from Interims and iReady, to identify students to include in targeted before and after school tutoring for additional skill building in mathematics.

Action Step 1

Use formative assessment data from Interims and iReady, to identify students to participate in tutoring.

Person or Persons Responsible

Assistant Principal and math teachers

Target Dates or Schedule

March 2013

Evidence of Completion

Lists of identified students, parent notification letters and tutoring logs

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Student performance data based on this intervention will be reviewed.

Person or Persons Responsible

School administration

Target Dates or Schedule

Weekly

Evidence of Completion

iReady reports documenting progress

Plan to Monitor Effectiveness of G3.B2.S2

iReady data reports will be reviewed to measure progress.

Person or Persons Responsible

School administration

Target Dates or Schedule

Weekly

Evidence of Completion

iReady reports documenting progress and tutoring logs

G3.B3 According to results from the 2013 FCAT 2.0 Math, 49% of ELL students in grades 3-8 scored at or above a Level 3. Our goal for 2014 is for at least 66% of ELL students to score at or above Level 3 in Math. Vocabulary development: Because math language is not often used in everyday language, students need additional support to understand key concepts in math.

G3.B3.S1 Students will be immersed in the language of math through repeated exposure, the use of graphic organizers, and mathematical discourse.

Action Step 1

Apply the four domains of language (listening, speaking, reading, writing) in math as part of the daily instructional routine; Create Math Word Walls and Math Journals; Model and provide additional practice for students in explaining their methods for problem solving, rather than just "showing their work." Model and provide additional practice for students in the use of graphic organizers to assist in organizing, visualizing, deciphering, and conceptualizing complex content.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Student work

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

Administration will perform regular classroom walkthroughs. Administration will identify model teachers to present exemplary student samples and best practices for using graphic organizers in mathematics during faculty meetings.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthrough Schedules and Logs

Plan to Monitor Effectiveness of G3.B3.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the reading instruction through examination of authentic student work, class engagement, and student performance during lessons. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Analysis of student work; agenda/minutes from grade level meetings; notes from teacher feedback sessions

G3.B4 According to results from the 2013 FCAT 2.0 Math, 37% of SWD in grades 3-8 scored at or above a Level 3. Our goal for 2014 is for at least 59% of SWD to score at or above Level 3 in Math. Vocabulary development: Because math language is not often used in everyday language, students need additional support to understand key concepts in math.

G3.B4.S1 Students will be immersed in the language of math through repeatede exposure, the use of graphic organizers, and mathematical discourse.

Action Step 1

Apply the four domains of language (listening, speaking, reading, writing) in math as part of the daily instructional routine; Create Math Word Walls and Math Journals; Model and provide additional practice for students in explaining their methods for problem solving, rather than just "showing their work." Model and provide additional practice for students in the use of graphic organizers to assist in organizing, visualizing, deciphering, and conceptualizing complex content.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans; Student work

Facilitator:

Reading Leader

Participants:

Teachers

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

Administration will perform regular classroom walkthroughs. Administration will identify master teachers to present the faculty with exemplary student samples and best practices for effectively incorporating graphic organizers into math lessons.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthrough Schedules and Logs

Plan to Monitor Effectiveness of G3.B4.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the reading instruction through examination of authentic student work, class engagement, and student performance during lessons. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Analysis of student work; agenda/minutes from grade level meetings; notes from teacher feedback sessions.

G3.B4.S2 Using formative assessment data from Interims and iReady, to identify students to include in targeted before and after school tutoring for additional skill building in mathematics.

Action Step 1

Use formative assessment data from Interims and iReady, to identify students to participate in tutoring.

Person or Persons Responsible

Assistant Principal and math teachers

Target Dates or Schedule

March 2013

Evidence of Completion

Lists of identified students, parent notification letters and tutoring logs

Plan to Monitor Fidelity of Implementation of G3.B4.S2

Student performance data based on this intervention will be reviewed.

Person or Persons Responsible

School administration

Target Dates or Schedule

Weekly

Evidence of Completion

iReady reports documenting progress

Plan to Monitor Effectiveness of G3.B4.S2

iReady data reports will be reviewed to measure progress.

Person or Persons Responsible

School administration

Target Dates or Schedule

Weekly

Evidence of Completion

iReady reports documenting progress and tutoring logs

G3.B5 According to results from the 2013 FCAT 2.0 Math, 63% of ED students in grades 3-8 scored at or above a Level 3. Our goal for 2014 is for at least 73% of ED students to score at or above Level 3 in Math. Vocabulary development: Because math language is not often used in everyday language, students need additional support to understand key concepts in math.

G3.B5.S1 Students will be immersed in the language of math through repeated exposure, the use of graphic organizers, and mathematical discourse. Younger students may use images to represent words.

Action Step 1

Apply the four domains of language (listening, speaking, reading, writing) in math as part of the daily instructional routine; Create Math Word Walls and Math Journals; Model and provide additional practice for students in explaining their methods for problem solving, rather than just "showing their work." Model and provide additional practice for students in the use of graphic organizers to assist in organizing, visualizing, deciphering, and conceptualizing complex content.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans; Student work

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

Administration will perform regular classroom walkthroughs. Administration will identify master teachers to present the faculty with exemplary student samples and best practices for effectively incorporating graphic organizers into math lessons.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Schedule and Logs

Plan to Monitor Effectiveness of G3.B5.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the instruction through examination of authentic student work, class engagement, and student performance during lessons, and on formative assessments. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Analysis of student work; Agendas/minutes from grade level meetings; Notes from teacher feedback sessions.

G3.B5.S2 Using formative assessment data from Interims and iReady, to identify students to include in targeted before and after school tutoring for additional skill building in mathematics.

Action Step 1

Use formative assessment data from Interims and iReady, to identify students to participate in tutoring.

Person or Persons Responsible

Assistant Principal and math teachers

Target Dates or Schedule

March 2013

Evidence of Completion

Lists of identified students, parent notification letters and tutoring logs

Plan to Monitor Fidelity of Implementation of G3.B5.S2

Student performance data based on this intervention will be reviewed.

Person or Persons Responsible

School administration

Target Dates or Schedule

Weekly

Evidence of Completion

iReady reports documenting progress

Plan to Monitor Effectiveness of G3.B5.S2

iReady data reports will be reviewed to measure progress.

Person or Persons Responsible

School administration

Target Dates or Schedule

Weekly

Evidence of Completion

iReady reports documenting progress and tutoring logs

G3.B6 Results from the 2013 FCAT 2.0 Math indicate that 35% of all students in grades 3-8 scored at a Level 3. Our goal for the 2014 is for at least 37% of students in grades 3-8 to score a Level 3, as we work to reduce the number of students scoring at Levels 1 and 2. .

G3.B6.S1 Provide opportunities for students to habitually work with manipulatives as an introduction to new concepts, reinforcement of abstract ideas, and expand the depth of understanding.

Action Step 1

Routinely use math manipulatives such as: Base 10 blocks; Integer chips; Magnetic number lines; Cuisinaire rods; Fraction sticks; Unifix cubes; Centimeter cubes; Counters; Spinners;

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans; Classroom Walkthrough Logs; Student work

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

Classroom walkthroughs; Review of authentic student work;

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Logs; Review of e-Gradebook reports

Plan to Monitor Effectiveness of G3.B6.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the instruction through examination of authentic student work, class engagement, and student performance during lessons, and on formative assessments. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Logs; Grade Level Meeting agendas/minutes; Interim Assessment, SuccessMaker, and STAR Math results

G3.B6.S2 Using formative assessment data from Interims and iReady, to identify students to include in targeted before and after school tutoring for additional skill building in mathematics.

Action Step 1

Use formative assessment data from Interims and iReady, to identify students to participate in tutoring.

Person or Persons Responsible

Assistant Principal and math teachers

Target Dates or Schedule

March 2013

Evidence of Completion

Lists of identified students, parent notification letters and tutoring logs

Plan to Monitor Fidelity of Implementation of G3.B6.S2

Student performance data based on this intervention will be reviewed.

Person or Persons Responsible

School administration

Target Dates or Schedule

Weekly

Evidence of Completion

iReady reports documenting progress

Plan to Monitor Effectiveness of G3.B6.S2

iReady data reports will be reviewed to measure progress.

Person or Persons Responsible

School administration

Target Dates or Schedule

Weekly

Evidence of Completion

iReady reports documenting progress and tutoring logs

G3.B7 Results from the 2013 FCAT 2.0 Math indicate that 38% of all students in grades 3-8 scored at a Level 4 or 5. Our goal for 2014 is for at least 39% of students in grades 3-8 to score at a Level 4 or 5 in Math. In order for students to demonstrate superior mathematics skills, additional instruction in Reporting Category 2 Geometry and Measurement is needed.

G3.B7.S1 Using Mathematical Practices of the Common Core State Standards, support problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

Action Step 1

Provide increased opportunities for problem solving that require students to analyze a task and actively examine task constraints that may limit possible solution strategies and solutions involving: the volume and surface area of prisms; geometric properties of figures and horizontal and vertical movements of locations of ordered pairs in the first quadrant; multi-step conversions to solve problems within the same measurement system, including determining elapsed time.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans; Student work

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

Classroom walkthroughs; Review of student work

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthough Logs

Plan to Monitor Effectiveness of G3.B7.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the instruction through examination of authentic student work, class engagement, and student performance during lessons, and on formative assessments. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Logs; Grade Level agendas/minutes

G3.B8 The results of the 2013 FCAT 2.0 Math indicate that 72% of students in grades 3-8 made learning gains. Our goal for 2014 is for at least 75% of students in grades 3-8 to demonstrate learning gains. Because students are grouped heterogeneously, differentiated instruction must be provided to all students in order to ensure at least one year of academic growth.

G3.B8.S1 Utilize baseline data to determine the appropriate focus for differentiated instruction for each student and provide students with opportunities for critical thinking. Groups are modified throughout the school year based on ongoing progress monitoring data.

Action Step 1

Utilize Baseline Interim and other historical data to determine strengths and weaknesses of individual student; Provide the appropriate level of support to students as they make sense of problems and persevere in solving them; Identify supplementary materials to remediate, reinforce, or remediate specific skill deficits as needed; Adjust instruction and/or assigned learning tasks appropriately to meet student needs

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans; Student work; Classroom Walkthrough Logs

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

Administration will perform regular classroom walkthroughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Logs; Lesson Plan

Plan to Monitor Effectiveness of G3.B8.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the instruction through examination of authentic student work, class engagement, and student performance during lessons, and on formative assessments. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Logs; Review of formative assessment data from Interims, SuccessMaker, and STAR Math

G3.B9 The results of the 2013 FCAT 2.0 Math indicate that 61% of students in the Lowest 25% made learning gains. Our goal for 2014 is for at least 65% of the Lowest 25% of students in grades 4-8 to demonstrate learning gains. Many students struggle with memorizing their basic math facts, and move onto the next grade level without a solid enough foundation to be able to solve more complex, multi-step problems. Instruction must be designed to target specific student needs including explicit instruction on specific skills and the application of these skills.

G3.B9.S1 Math teachers will provide opportunities for students to add and subtract fractions as well as decimals, and use models or properties in real-world situations.

Action Step 1

Provide instruction that begins with the concrete, then moves to the pictoral, before finally introducing the abstract concept; Use manipulatives frequently to introduce concepts, and allow students additional practice with place value and graphing integes on a number line; Create anchor charts with groups of students to provide visual references of recent and ongoing learning and to offer opportunities for students to generalize/connect the highlighted strategy to new problems.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Logs; Student work; Lesson plans

Facilitator:

Math Liaison

Participants:

Math teachers

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

Conduct classroom walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Logs

Plan to Monitor Effectiveness of G3.B9.S1

Administration will conduct regular classroom walkthroughs to further ascertain effectiveness of the instruction through examination of authentic student work, class engagement, and student performance during lessons, and on formative assessments. Follow-up conversations to offer feedback will be conducted at grade level meetings and with individual teachers as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Logs; Student work; Lesson Plans

G4. Increase the percentage of students enrolled in honors Algebra 1 while maintaining our 100% pass rate on the Algebra EOC.

G4.B1 It is not always in the best interest of the child to participate in middle school acceleration to honors Algebra 1. Because of the challenges in course scheduling for a small middle school, students who skip a year of math to be accelerated into honors Algebra 1 must also skip a year of science to be placed in honors Physical Science concurrently. Many middle school students may not be ready for two rigorous honors high school courses that will appear on their transcripts. This year, the EOC score will make up 30% of a student's final grade in Algebra. It is the school's responsibility to place students appropriately, so that they may be successful.

G4.B1.S1 Analyze multiple data sources before deciding which students would benefit from this middle school acceleration.

Action Step 1

Administer an eight grade math placement test; Create a spreadsheet of student performance on the placement test, as well as 2013 FCAT scores, and student grades in math for the 2013-14 school year

Person or Persons Responsible

Seventh grade math teachers

Target Dates or Schedule

May 2014

Evidence of Completion

Spreadsheet with student performance information

Action Step 2

Inform students and parents of the pre-requisites for applying to particular magnets, and the programs that do not require any pre-requisites.

Person or Persons Responsible

Student Services/Magnet schools

Target Dates or Schedule

September (annually)

Evidence of Completion

Calendar of school visits

Action Step 3

Update spreadsheets with 2014 Math results when scores are released; Meet with math teachers to discuss the data, teacher recommendations in order to finalize class lists.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

May/June 2014

Evidence of Completion

Spreadheets; Class lists

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

Collect placement tests; Collect spreadsheets; Meet with teachers to discuss recommendations

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

May/June 2014

Evidence of Completion

Placement tests; Spreadheets; Class lists

Plan to Monitor Effectiveness of G4.B1.S1

Review decisions regarding student math placements to ensure that students who would benefit from this acceleration are given that opportunity.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

May/June 2014

Evidence of Completion

Spreadsheets; Class lists; Communication with parents regarding placement

G4.B2 The District has recommended that students scoring a Level 3 or "Satisfactory" on the Grade 7 FCAT 2.0 Math should skip the eighth grade math course to accelerate into honors Algebra 1. Maintaining a 100% pass rate on the EOC while expanding the minimum threshold recommendations for enrollment will be a challenge.

G4.B2.S1 Provide opportunities for students to model real world situations with relations and functions using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations; Provide timely feedback to students and parents regarding student progress and coordinate a plan for remediation if necessary.

Person or Persons Responsible

Algebra teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans; Student work; Classroom walkthroughs;

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

During classroom walkthroughs, monitor classroom strategies utilized; Examine student work

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Logs

Plan to Monitor Effectiveness of G4.B2.S1

Review of Interim Assessment data; Review of student work; Review of e-Gradebook

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessment reports; e-Gradebook reports

G5. In 2013, 100% of students received a score of Level 3 or higher. Our goal for 2014 is to maintain a 100% pass rate on the Algebra 1 EOC.

G5.B1 In 2013, only one student scored at a Level 3 on the Algebra 1 EOC, with the rest of the students earning a Level 4 or 5.

G5.B1.S1 Provide opportunities for students to model real world situations with relations and functions using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations; Provide timely feedback to students and parents regarding student progress and coordinate a plan for remediation if necessary.

Person or Persons Responsible

Algebra 1 teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans; Student work

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

Conduct classroom walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Logs

Plan to Monitor Effectiveness of G5.B1.S1

Review Interim Assessment results; Review e-Gradebook reports; Conduct classroom walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessment results e-Gradebook results; Classroom Walkthrough Log

G5.B2 In 2013, all but one student (96%) scored a Level 4 or 5 on the Algebra 1 EOC.

G5.B2.S1 Support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations; Provide timely feedback to students and parents regarding student progress and coordinate a plan for remediation if necessary.

Action Step 1

Support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations; Provide timely feedback to students and parents regarding student progress and coordinate a plan for remediation if necessary.

Person or Persons Responsible

Algebra teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans; Student work

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

Conduct classroom walkthroughs Review student work

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans; Classroom Walkthrough Logs; Student work

Plan to Monitor Effectiveness of G5.B2.S1

Review Interim Assessment data; Review e-Gradebook reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment reports e-Gradebook reports

G6. Results from the 2013 FCAT 2.0 Science indicate that 64% of students in grade 5 scored at or above Level 3. Our goal for 2014 is for 67% of students in grade 5 to score at or above a Level 3, an increase of three percentage points.

G6.B1 Results from the 2013 FCAT 2.0 Science indicate that 28% of students in grade 5 scored at Level 3. Our goal for 2014 is for 30% of students in grade 5 to score at or above a Level 3, as we work to reduce the number of students scoring at Levels 1 and 2. Students in grade 5 found the the most challenging reporting category on the 2013 FCAT Science Physical Science.

G6.B1.S1 Teachers in grade five will plan collaboratively on a weekly basis using the District Pacing Guide.

Action Step 1

Create an elementary master schedule with common planning time built in for teachers.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Summer 2013

Evidence of Completion

Elementary master schedule

Action Step 2

Meet weekly to: Engage in collaborative planning; Discuss curricular challenges with teaching energy and problem-solve; Share successful techniques for addressing elements of physical science such as how to distinguish relationships among mass, force, and motion; Create a plan for completing essential labs.

Person or Persons Responsible

Fifth grade team

Target Dates or Schedule

Throughout the school year, beginning in August

Evidence of Completion

Meeting agendas and sign-in

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

Attend grade level meetings to discuss curricular issues and provide instructional resources needed to assist

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing, beginning in August

Evidence of Completion

Meeting agendas and sign-in

Plan to Monitor Effectiveness of G6.B1.S1

Analysis of Interim Assessment results; Classroom walkthroughs; Student work

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessment reports Classroom Walkthrough Logs

G6.B1.S2 Teachers will use results from interim assessment in science to guide instruction.

Action Step 1

Review Thinkgate reports by class to identify benchmarks in need of additional emphasis and/or reteaching.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

March 2013

Evidence of Completion

Minutes from grade level meetings where Thinkgate reports were distributed and discussed.

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

Meet with teachers to review and discuss Thinkgate reports.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

March grade level meetings

Evidence of Completion

Agendas/minutes from meetings and actual Thinkgate reports by teacher

Plan to Monitor Effectiveness of G6.B1.S2

Conduct classroom walkthroughs during science time.

Person or Persons Responsible

School administration

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders

G6.B2 Results from the 2013 FCAT 2.0 Science indicate that 36% of students in grade 5 scored at or above Level 4. Our goal for 2014 is for 37% of students in grade 5 to score at or above Level 4, an increase of one percentage point. Understanding fundamental concepts of science is as important for our students as understanding those in language arts and mathematics. Students need to be able to make connections, and apply the skills they learn across different disciplines. Opportunities are needed to incorporate cross-curricular projects to extend knowledge and provide meaningful academic enrichment.

G6.B2.S1 The fifth grade team will design and implement a cross-curricular project to provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards.

Action Step 1

Use common planning time to incorporate the Cambridge philosophy and standards into a grade level interdisciplinary project; Provide a detailed plan for what each subject area will be responsible for and a timeline for implementation

Person or Persons Responsible

Fifth grade team

Target Dates or Schedule

Cambridge training-June 2013 Planning for the project-September 2013

Evidence of Completion

Agendas from grade level meetings; Student artifacts; Lesson plans

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

Attend grade level meetings; Classroom walkthroughs

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Grade level agendas; Classroom Walkthrough Logs

Plan to Monitor Effectiveness of G6.B2.S1

Student artifacts

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student artifacts

G7. Results from the 2013 FCAT 2.0 Science indicate that 84% of students in grade 8 scored at or above Level 3. Our goal for 2014 is for 85% of students in grade 8 to score at or above a Level 3, an increase of one percentage point.

G7.B1 Results from the 2013 FCAT 2.0 Science indicate that 33% of all students in grades 8 scored at a Level 3. Our goal for the 2014 is for at least 34% of students in grade 8 to score a Level 3, as we work to reduce the number of students scoring at Levels 1 and 2. In order for students to gain a deeper understanding of science concepts, additional opportunities are needed for students to conduct hands-on experiments.

G7.B1.S1 Increase the use of hands-on experiments in science classes.

Action Step 1

Plan a variety of relevant lab experiments for students to conduct; Model the process of lab reporting, and have students set up lab journals to record their findings; Use GIZMOS to provide virtual experiments when additional trials are needed to determine conclusive results

Person or Persons Responsible

Science teacher

Target Dates or Schedule

Weekly and ongoing

Evidence of Completion

Student lab write ups; Lesson plans; Classroom walkthroughs

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

Conduct classroom walkthroughs; Examine student lab journals

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Logs; Lesson plans; Student lab journals

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM model, data assessment reports will be reviewed and discussed with the teacher; instruction will be adjusted as needed

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment reports; e-Gradebook reports; Student artifacts

G7.B1.S2 Provide tutoring and additional assistance in science for 8th grade students.

Action Step 1

After school tutorial sessions will be conducted to assist students in the tested science benchmarks.

Person or Persons Responsible

Eighth grade science teacher

Target Dates or Schedule

After school

Evidence of Completion

Signed permission forms from parents of participating students as well as sign-in sheets

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Perform classroom visitations during tutoring.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Visitation logs

Plan to Monitor Effectiveness of G7.B1.S2

Gizmos usage reports and formative assessments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Analysis of Gizmos usage reports and formative assessment results

G7.B1.S3 Teacher will use results from interim assessment in science to guide instruction.

Action Step 1

Review Thinkgate reports by class to identify benchmarks in need of additional emphasis and/or reteaching.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

March 2013

Evidence of Completion

Minutes from grade level meetings where Thinkgate reports were distributed and discussed.

Plan to Monitor Fidelity of Implementation of G7.B1.S3

Meet with teachers to review and discuss Thinkgate reports.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

March grade level meetings

Evidence of Completion

Agendas/minutes from meetings and actual Thinkgate reports by teacher

Plan to Monitor Effectiveness of G7.B1.S3

Conduct classroom walkthroughs during science time.

Person or Persons Responsible

School administration

Target Dates or Schedule

ongoing

Evidence of Completion

Student work folders

G7.B2 Results from the 2013 FCAT 2.0 Science indicate that 51% of all students in grades 8 scored at or above a Level 4. Our goal for the 2014 is to maintain at least 51% of students in grade 8 scoring a Level 4 or above. Middle school students taking the accelerated honors Physical Science are required to meet all the expectations for this rigorous high school level course, yet they must also learn the eighth grade benchmarks that will be covered on the 2014 FCAT 2.0 Science simultaneously.

G7.B2.S1 Maintain fidelity to the high school curriculum and instruction offered to accelerated middle school students enrolled in Physical Science Honors as delineated in the Physical Science Honors Pacing Guide for middle school to ensure that FCAT 2.0 aligned content is addressed prior to assessment.

Action Step 1

Cover all of the material required for the physical science course using the middle school science pacing guide to ensure that eighth grade tested benchmarks are covered before the FCAT

Person or Persons Responsible

Eighth grade science teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans; Interim Assessment results

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

Conduct classroom walkthroughs; Review pacing guides

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans Student work

Plan to Monitor Effectiveness of G7.B2.S1

Review Interim Assessment results Hold data chats with teacher

Person or Persons Responsible

Admisnistration

Target Dates or Schedule

Quartely

Evidence of Completion

Interim Assessment reports Gizmos reports

G8. Increase the number of STEM-related experiences provided for students.

G8.B1 Students have not had many opportunities to participate in STEM-related activities at school.

G8.B1.S1 Create opportunities for students to participate in STEM-related experiences at all grade levels through project based learning involving science, technology, engineering, and mathematics activities.

Action Step 1

Incorporate project-based learning involving science, technology, engineering, and mathematics activities.

Person or Persons Responsible

K-8 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs; Lesson plans; Student artifacts

Action Step 2

Provide a VEX robotics/engineering elective in which 6th and 7th grade students will learn to build and program robots.

Person or Persons Responsible

Middle school technology teacher

Target Dates or Schedule

Second semester

Evidence of Completion

Master schedule; Lesson plans; Student artifacts; Classroom walktroughs

Facilitator:

Tom Cummings, CTE Supervisor 305 League

Participants:

Middle school technology teacher

Action Step 3

Build in time to the master schedule specifically for STEM-related activities

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Summer 2013

Evidence of Completion

Master schedule

Action Step 4

Green Studies class will partner with an elementary class in order to expand participation in the Fairchild Challenge

> **Person or Persons Responsible**
>
> Environmental (Green) Studies teacher
>
> **Target Dates or Schedule**
>
> Ongoing
>
> **Evidence of Completion**
>
> Fairchild Challenge points earned
>
> **Facilitator:**
>
> Fairchild Challenge staff and Green Studies teacher
>
> **Participants:**
>
> Environmental (Green) Studies teacher

Action Step 5

Coordinate "Science With a Twist" (SWAT) night where K-5 students come and conduct hands-on experiments led by teachers and Upper Academy National Junior Honor Society students, and rotate through many STEM-related exhibits provided by community partners

> **Person or Persons Responsible**
>
> Science Liaison
>
> **Target Dates or Schedule**
>
> April 2014
>
> **Evidence of Completion**
>
> Sign-in sheets and stamped Science Passports

Action Step 6

Coordinate elementary science fair

Person or Persons Responsible

Science Liaison

Target Dates or Schedule

October-December 2013

Evidence of Completion

Student projects

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

Classroom visitations to observe implementation of the new robotics curriculum During grade-level meetings, teachers will be asked to invite administration to their classes during STEM-related activities; Monitor the infusion of STEM-related activities into all classes.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classrom walkthroughs; Lesson plans; Student artifacts

Plan to Monitor Effectiveness of G8.B1.S1

Review how STEM-related activities have been infused at each grade level

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom Walkthrough Logs; Lesson plans; Student artifacts

G9. Increase exposure and opportunities for our Upper Academy students to consider advance career planning options and/or develop interests through CTE courses that they may be able to explore further when they reach high school.

G9.B1 According to the MDCPS Student Progression Plan, middle school students are required to take physical education for one of their electives, and if a student scores FCAT Level 1 or 2 in Reading, they are further required to be enrolled in an intensive reading class for their other elective. This, along with the constraints that come with being a K-8 Center, limits the opportunities for students to take additional CTE-type courses as electives.

G9.B1.S1 Create a master schedule that maximizes opportunities for students to be enrolled in elective courses that provide a connection with future career paths, such as television production, journalism, computers, and environmental (green) studies.

Action Step 1

Recruit staff to deliver elective courses that support CTE; Offer semesterized electives courses to allow more students the opportunity to sample more curricular offerings, especially in light of the requirements for PE and Intensive Reading; Craft a master schedule to minimize potential conflicts that would prevent students from being able to take additional electives

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Spring/Summer 2013

Evidence of Completion

Master Schedule

Action Step 2

Promote elective offerings during subject selection process; Invite feeder pattern as well as magnet high schools to schedule informational meetings with our students and parents, while they showcase their school's CTE programs.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Calendar

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

Finalize master schedule with semesterized CTE-type options

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Summer 2013

Evidence of Completion

Master schedule

Plan to Monitor Effectiveness of G9.B1.S1

Monitor instructional program to ensure the curricular offerings are rigorous and relevant

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Log

G10. Prepare students in grade 7 to demonstrate proficiency on the 2014 Civics End of Course (EOC) exam.

G10.B1 Primary source documents are often above grade level text. Students struggle with non-fiction text and primary sources with a high readability level.

G10.B1.S1 Provide students with cross-curricular opportunities to read, discuss, interpret, and utilize primary source documents and incorporate them as support for document-based essays.

Action Step 1

Collaborate to integrate civics and Common Core goals and infuse strategies across the curriculum

Person or Persons Responsible

Civics teacher and grade 7 language arts teacher

Target Dates or Schedule

Ongoing, beginning September 2013

Evidence of Completion

Lesson plans; Student work

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

Classroom walkthroughs; Meet with teachers

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Logs

Plan to Monitor Effectiveness of G10.B1.S1

Review student performance on Interim Assessments, teacher assessments; and student essays

Person or Persons Responsible

Administration, civics teacher, language arts teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Student performance data; e-Gradebook reports; Student work

G11. Provide earlier identification and intervention for elementary students potentially "at risk."

G11.B1 Parents of primary students do not take attendance as seriously as parents of older students; students in K-2 are more likely to miss 10% or more of instructional time; primary students tend to accumulate more absences, more tardies, and more early dismissals than older students.

G11.B1.S1 Communicate and educate parents, particularly those of primary students, about the relationship between attendance and academic success.

Action Step 1

Send home Connect Ed messages from the emphasizing the importance of being in school, on time, every day

Person or Persons Responsible

Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Connect Ed report

Action Step 2

Establish incentives for students with perfect attendance

Person or Persons Responsible

Counselor

Target Dates or Schedule

August 2013

Evidence of Completion

Perfect attendance roster

Action Step 3

Contacts parents of students with 3 or more tardies or absences, first verbally, then in writing, and if the problem persists, and ARC committee meeting is held.

Person or Persons Responsible

Counselor

Target Dates or Schedule

As needed

Evidence of Completion

Parent contact logs for attendance

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

Meets with Student Services Team

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Minutes from meetings

Plan to Monitor Effectiveness of G11.B1.S1

Monitor attendance bulletins

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance bulletins

G11.B2 In order to decrease the number of students retained, additional training is needed to have consistency in the schoolwide processes in place to support students struggling academically, such as the Response to Intervention (RtI) model.

G11.B2.S1 Provide additional training in the RtI process

Action Step 1

Provide a review of the overview of RtI; Provide a review of what Tier One looks like; Provide a review of what Tier Two looks like, and what everyone's role is in progress monitoring; Provide a review of what must happen when a student moves from Tier Two to Tier Three.

Person or Persons Responsible

Assistant Principal/Rti Liaison

Target Dates or Schedule

Beginning in August for the entire faculty, with follow up at monthly faculty meetings and Wednesday PDs.

Evidence of Completion

Agendas from meetings; RtI handouts and forms distributed at meetings

Facilitator:

Assistant Principal/RtI Liason and SPED Dept. Chairperson

Participants:

Faculty

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

Participate in the training; Review progress monitoring data and Requests for Assistance submitted by faculty

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas from meetings; Sign-in sheets; Forms and handouts; RtI calendar

Plan to Monitor Effectiveness of G11.B2.S1

Assist in identifying areas of inconsistencies that require further attention

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting agendas and notes

G11.B3 In order to ensure that more students are proficient in reading by grade 3, more differentiation is needed to meet the needs of a diverse population.

G11.B3.S1 Provide explicit, targeted skill-building instruction based of student performance data during guided reading groups as part of the 90 minute ELA block.

Action Step 1

Create flexible groups based on data to target specific student needs during guided reading and teacher-led centers; Utilize additional instructional resources from the McGraw Hill Wonders program to re-teach; Consult with reading leader as needed for additional support.

Person or Persons Responsible

ELA teachers

Target Dates or Schedule

during 90 minute ELA block

Evidence of Completion

Lesson plans; Guided reading group rosters; Data binders to support flexible groupings

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

Classroom walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Logs

Plan to Monitor Effectiveness of G11.B3.S1

Review Interim Assessment results; Data chats during grade level meetings; Review e-Gradebook reports; Review RFAs

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas from meetings e-Gradebook reports; Interim Assessment results

G11.B4 In order to decrease the number of students who receive behavioral referrals that lead to suspension, additional training is needed to have consistency in the schoolwide processes in place to support students, such as the Code of Student Conduct (COSC) and the Schoolwide Behavior Plan.

G11.B4.S1 Provide additional training in the COSC and Schoolwide Behavior Plan.

Action Step 1

Provides orientations in each classroom to make students aware of the COSC and Schoolwide Behavior Plan.

Person or Persons Responsible

School Counselor

Target Dates or Schedule

August 2013

Evidence of Completion

Counslor's calendar

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

Post Schoolwide Discipline Plan to school collaboration site; Review COSC and Schoolwide Discipline Plan

Person or Persons Responsible

Administration

Target Dates or Schedule

Opening of schools meeting

Evidence of Completion

Agenda from opening meeting

Plan to Monitor Effectiveness of G11.B4.S1

Monitor the number and nature of Student Case Management referrals

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

monthly

Evidence of Completion

MTSS agendas and notes

G12. Provide earlier identification and intervention for middle school students potentially "at risk."

G12.B1 Additional training is needed to have consistency in the schoolwide attendance processes in place to support students who are missing more than 10% of instructional time.

G12.B1.S1 Provide more training in the schoolwide attendance procedures.

Action Step 1

Present the processes in place for addressing students who are absent, tardy, leave early, or any combination of the above more than three times in any nine week period.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Agenda from meeting Forms to submit to counselor following up on these attendance issues

Action Step 2

Review attendance bulletins daily to identify students accumulating absences and tardies. Send a letter to parents/guardians of children whose attendance is of concern. Make phone contact with parents/guardians of children whose attendance has previously been addressed, but has continued with this negative pattern. Set up an Attendance Review Committee (ARC) meeting with the assistant principal and the parents/guardians of any student for whom these initial interventions has not been effective.

Person or Persons Responsible

Counselor

Target Dates or Schedule

From August 2013-June 2014

Evidence of Completion

Attendance records; Counselor's log of parent contacts

Action Step 3

Send a Connect-Ed message, stressing the importance of regular attendance in school each day, and the correlation between good attendance and academic success.

Person or Persons Responsible

Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Connect-Ed log

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

Review of attendance bulletins

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance bulletins

Plan to Monitor Effectiveness of G12.B1.S1

Review of attendance bulletins

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance bulletins

G12.B2 Additional training is needed to have consistency in the schoolwide processes in place to support students struggling academically, such as the Response to Intervention (RtI) model.

G12.B2.S1 Provide additional training in the RtI process.

Action Step 1

Provide a review of the overview of RtI; Provide a review of what Tier One looks like; Provide a review of what Tier Two looks like, and what everyone's role is in progress monitoring; Provide a review of what must happen when a student moves from Tier Two to Tier Three

Person or Persons Responsible

Assistant Principal/RtI Liaison

Target Dates or Schedule

Beginning in August for the entire faculty, with follow up at monthly faculty meetings and Wednesday PDs.

Evidence of Completion

Agendas from meetings; Handouts and forms distributed at meetings

Facilitator:

Assistant Principal/RtI Liaison

Participants:

Assistant Principal/RtI Liaison

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

Participate in the training; Review progress monitoring data and Requests for Assistance submitted by faculty

Person or Persons Responsible

MTSSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas from meetings; Sign-in sheets

Plan to Monitor Effectiveness of G12.B2.S1

Assist in identifying areas of inconsistency that require further attention

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting agendas and notes

G12.B3 Additional training is needed to have consistency in the schoolwide processes in place, such as the Code of Student Conduct (COSC) and Schoolwide Behavior Plan/Demerit System, to support students who accumulate behavior referrals that could potentially lead to suspension.

G12.B3.S1 Provide additional training in the Code of Student Conduct (COSC) and Schoolwide Behavior Plan/Demerit System.

Action Step 1

Provide overview of Demerit System at middle school orientation.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

August 2013

Evidence of Completion

Agenda from orientation

Action Step 2

Provide presentation to students through social studies classes in the COSC and Demerit System

Person or Persons Responsible

Counselor

Target Dates or Schedule

September 2013

Evidence of Completion

Calendar

Action Step 3

Review Demerit System with Upper Academy faculty at UA faculty meeting.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

August 2013

Evidence of Completion

Meeting agenda

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

Monitors Demerit System and Student Case Management System

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Demerit logs and tallies Notes from parent contacts regarding student behavior

Plan to Monitor Effectiveness of G12.B3.S1

Reviews demerit tallies and logs; Look for patterns in students being referred for behavior more than once and/or teachers who submit a disproportionate number of disciplinary referrals or demerit slips Monitor conduct grades

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Demerit tallies and logs Referrals for behavior e-Gradebook reports

G13. Increase parent attendance at two or more school-sponsored events and improve communication regarding positive school happenings such as upcoming events, school improvement initiatives, and progress towards reaching our goals.

G13.B1 This year, we do not have a volunteer to continue to assemble and distribute the "Grapevine," PTA Newsletter, which provided important information about school happenings.

G13.B1.S1 Provide alternate ways to inform parents about upcoming school events, school improvement initiatives, and progress towards reaching school goals.

Action Step 1

Establish a school Facebook page to use social media to replace an outdated newsletter.

Person or Persons Responsible

PTA

Target Dates or Schedule

September 2013

Evidence of Completion

Facebook page

Action Step 2

Continue to send weekly E-blasts to subscribers; Continue to verify and update email addresses to ensure that the E-blast circulation is widespread

Person or Persons Responsible

PTA

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly E-blasts

Action Step 3

Update the school marquee to be sure that upcoming event dates and announcements are displayed

Person or Persons Responsible

Television production students

Target Dates or Schedule

Ongoing

Evidence of Completion

Marquee

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

Report number of "likes" on the Facebook page; Report reconcilliation of "undeliverable" E-blasts due to incorrect email addresses as well as the number of E-blasts that were received and opened.

Person or Persons Responsible

PTA Board and Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

PTA Board Meeting minutes

Plan to Monitor Effectiveness of G13.B1.S1

Determine attendance at school events

Person or Persons Responsible

PTA Board and Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign-in sheets

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

Vineland K-8 Center is not a Title I school.
Title I, Part A
N/A
Title I, Part C- Migrant
N/A
Title I, Part D
N/A
Title II
N/A
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to provide reading and supplementary instructional materials.
Title X- Homeless
Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Supplemental Academic Instruction (SAI)
N/A
Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and counselors.
• Training and technical assistance for teachers, administrators, and counselors is also a component of this program.
• The middle school counselor counsels students as needed to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
• The school participates in the "No Place for Hate" program.
District Policy Against Bullying and Harassment
Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an

educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers receive training on an annual basis.
• Curriculum lessons on Bullying and Violence Prevention are provided at each grade level.
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 Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.Housing Programs-N/A
Head Start-N/A
Adult Education-N/A
Career and Technical Education-N/A
Job Training- N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Results from the 2013 FCAT 2.0 Reading indicate that 82% of students in grades 3-8 scored at or above Level 3. Our goal for 2014 is for 84% of students in grades 3-8 to score at or above a Level 3, an increase of two percentage points.

G1.B2 Results from the 2013 FCAT 2.0 Reading indicate that 27% of all students in grades 3-8 scored at a Level 3. Our goal for 2014 is for at least 28% of students in grades 3-8 to score a Level 3, as we work to reduce the number of students scoring at Levels 1 and 2. Data suggest that the area offering the greatest opportunity for improvement is Reporting Category 2, Reading Application. Comparing and contrasting elements, topics, settings, characters and problems within and across grade-level text is a challenge for many students. Students often struggle to read and comprehend complex literary and informational texts independently and proficiently.

G1.B2.S1 In order for students to be able to independently and proficiently read and comprehend literature and informational text at the high end of the text complexity band, teachers will provide opportunities for students to cite details and examples from text in order to identify author's purpose, determine stated and implied main ideas, identify causal relationships and draw inferences.

PD Opportunity 1

Use grade-level appropriate texts that include identifiable author's purpose for writing (including informing, telling a story, conveying a particular mood, entertaining or explaining; Provide practice in making inferences and drawing conclusions within and across texts; Establish an instructional routine for and expose students to Close Reading procedure; Utilize graphic organizers to identify the different text structures after reading informational texts. (e.g., cause/effect chain, Venn diagram, informational text structure chart and timelines); Provide opportunities for students to respond to the text to explain how text structure impacts the meaning of the text.

Facilitator

Reading Leader

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work Lesson plans

G1.B4 The results of the 2013 FCAT 2.0 Reading indicate that 80% of students in grades 3-8 made learning gains. Our goal for 2014 is for at least 82% of students in grades 3-8 to demonstrate learning gains. Because students are grouped heterogeneously, differentiated instruction must be provided to all students in order to ensure at least one year of academic growth.

G1.B4.S1 Utilize baseline data to determine the appropriate focus for differentiated instruction for each student and provide students with opportunities for critical thinking. Groups are modified throughout the school year based on ongoing progress monitoring data.

PD Opportunity 1

Place students in their applicable McGraw- Hill Wonders leveled reader DI group (Approaching, On-Level, and Beyond Level) based on multiple data points; Plan and execute lessons on targeted benchmarks using Mc-Graw Hill Wonders leveled readers and Florida Center for Reading Research materials

Facilitator

Reading Leader

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walkthroughs; Student rosters with DI groupings; Data to support groupings; Lesson plans that reflect the differentiation; Student work

G1.B5 The results of the 2013 FCAT 2.0 Reading indicate that 85% of students in the Lowest 25% made learning gains. Our goal for 2014 is for at least 87% of the Lowest 25% of students in grades 4-8 to demonstrate learning gains. During the reading intervention block, instruction must be designed to target specific student needs including explicit instruction on specific skills and the application of these skills.

G1.B5.S1 Plan and implement an intervention schedule utilizing the McGraw Hill WonderWorks program and reading benchmark remediation with complex text.

PD Opportunity 1

Use the student performance data to plan intervention groups with the appropriate skill focus lessons (for foundational reading skill deficits or comprehension skill breakdown) for targeted students; Create ongoing progress monitoring folders to keep monitoring data organized

Facilitator

Reading Leader

Participants

Teachers

Target Dates or Schedule

Beginning August 2013, but updating throughout the year

Evidence of Completion

Intervention group rosters and the data to support these groupings; lesson plans; students work; classroom walkthroughs

G2. In 2013, 78% of students in grades 4 and 8 received a score of 3.5 or better on the FCAT Writing 2.0. Our goal for 2014 is for 80% of students in grades 4 and 8 to score 3.5 or above in Writing.

G2.B1 The increased rigor being applied to the grade 4 FCAT 2.0 Writing rubric requires additional emphasis on the conventions of grammar and quality of details. Many teachers have not received formal training in scoring using these higher expectations.

G2.B1.S1 Provide explicit professional development for fourth and eighth grade teachers in the proper interpretation of the writing rubric.

PD Opportunity 1

Lead professional development in the FCAT Writing rubric; Distribute the rubric and discuss each scoring component; Provide last year's state-released FCAT Writing anchor papers to practice scoring with teachers; Highlight and discuss interpretation of the rubric as it pertains to these papers; Re-examine the rubric to discover the root of any discrepancies between teacher assigned scores and the actual scores awarded to these anchor papers; Conduct the same exercise some of our own school's 2013 secure writing responses (with names and scores redacted) printed from the DVD provided by the State; Re-assess these responses according to the rubric to determine what each would have needed to receive higher scores.

Facilitator

Assistant Principal

Participants

Assistant Principal

Target Dates or Schedule

At grade level meetings

Evidence of Completion

Meeting Agenda/Minutes; Copies of rubric, anchor papers, and student samples

G2.B2 The increased rigor being applied to the grade 8 FCAT 2.0 Writing rubric requires additional emphasis on the conventions of grammar and quality of details. Many teachers have not received formal training in scoring using these higher expectations.

G2.B2.S1 Provide explicit professional development for fourth and eighth grade teachers in the proper interpretation of the writing rubric.

PD Opportunity 1

Lead professional development in the FCAT Writing rubric; Distribute the rubric and discuss each scoring component; Provide last year's state-released FCAT Writing anchor papers to practice scoring with teachers; Highlight and discuss interpretation of the rubric as it pertains to these papers; Re-examine the rubric to discover the root of any discrepancies between teacher assigned scores and the actual scores awarded to these anchor papers; Conduct the same exercise some of our own school's 2013 secure writing responses (with names and scores redacted) printed from the DVD provided by the State; Re-assess these responses according to the rubric to determine what each would have needed to receive higher scores.

Facilitator

Assistant Principal

Participants

4th and 8th grade ELA teachers

Target Dates or Schedule

Evidence of Completion

PD materials Agenda and sign-in from PD;

G3. Results from the 2013 FCAT 2.0 Math indicate that 76% of students in grades 3-8 scored at or above Level 3. Our goal for 2014 is for 81% of students in grades 3-8 to score at or above a Level 3, an increase of five percentage points.

G3.B1 According to results from the 2013 FCAT 2.0 Math, 75% of Hispanic students in grades 3-8 scored at or above a Level 3. Our goal for 2014 is for at least 81% of Hispanic students to score at or above Level 3 in Math. Vocabulary development: Because math language is not often used in everyday language, students need additional support to understand key concepts in math.

G3.B1.S1 Students will be immersed in the language of math through repeated exposure, the use of graphic organizers, and mathematical discourse.

PD Opportunity 1

Apply the four domains of language (listening, speaking, reading, writing) in math as part of the daily instructional routine; Model and provide additional practice for students in explaining their methods for problem solving, rather than just "showing their work." Model and provide additional practice for students in the use of graphic organizers to assist in organizing, visualizing, deciphering, and conceptualizing complex content.

Facilitator

Math Liaison

Participants

Math teachers in grades 3-8

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walkthroughs; Review of authentic student work; Word walls displayed; Lesson plans;

G3.B2 According to results from the 2013 FCAT 2.0 Math, 85% of White students in grades 3-8 scored at or above a Level 3. Our goal for 2014 is for at least 88% of White students to score at or above Level 3 in Math. Vocabulary development: Because math language is not often used in everyday language, students need additional support to understand key concepts in math.

G3.B2.S1 Students will be immersed in the language of math through repeated exposure, the use of graphic organizers, and mathematical discourse.

PD Opportunity 1

Apply the four domains of language (listening, speaking, reading, writing) in math as part of the daily instructional routine; Model and provide additional practice for students in explaining their methods for problem solving, rather than just "showing their work." Model and provide additional practice for students in the use of graphic organizers to assist in organizing, visualizing, deciphering, and conceptualizing complex content.

Facilitator

Math Liaison

Participants

Math teachers in grades 3-8

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walkthroughs; Review of authentic student work; Word walls displayed; Lesson plans;

G3.B4 According to results from the 2013 FCAT 2.0 Math, 37% of SWD in grades 3-8 scored at or above a Level 3. Our goal for 2014 is for at least 59% of SWD to score at or above Level 3 in Math. Vocabulary development: Because math language is not often used in everyday language, students need additional support to understand key concepts in math.

G3.B4.S1 Students will be immersed in the language of math through repeatede exposure, the use of graphic organizers, and mathematical discourse.

PD Opportunity 1

Apply the four domains of language (listening, speaking, reading, writing) in math as part of the daily instructional routine; Create Math Word Walls and Math Journals; Model and provide additional practice for students in explaining their methods for problem solving, rather than just "showing their work." Model and provide additional practice for students in the use of graphic organizers to assist in organizing, visualizing, deciphering, and conceptualizing complex content.

Facilitator

Reading Leader

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans; Student work

G3.B9 The results of the 2013 FCAT 2.0 Math indicate that 61% of students in the Lowest 25% made learning gains. Our goal for 2014 is for at least 65% of the Lowest 25% of students in grades 4-8 to demonstrate learning gains. Many students struggle with memorizing their basic math facts, and move onto the next grade level without a solid enough foundation to be able to solve more complex, multi-step problems. Instruction must be designed to target specific student needs including explicit instruction on specific skills and the application of these skills.

G3.B9.S1 Math teachers will provide opportunities for students to add and subtract fractions as well as decimals, and use models or properties in real-world situations.

PD Opportunity 1

Provide instruction that begins with the concrete, then moves to the pictoral, before finally introducing the abstract concept; Use manipulatives frequently to introduce concepts, and allow students additional practice with place value and graphing integes on a number line; Create anchor charts with groups of students to provide visual references of recent and ongoing learning and to offer opportunities for students to generalize/connect the highlighted strategy to new problems.

Facilitator

Math Liaison

Participants

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Logs; Student work; Lesson plans

G8. Increase the number of STEM-related experiences provided for students.

G8.B1 Students have not had many opportunities to participate in STEM-related activities at school.

G8.B1.S1 Create opportunities for students to participate in STEM-related experiences at all grade levels through project based learning involving science, technology, engineering, and mathematics activities.

PD Opportunity 1

Provide a VEX robotics/engineering elective in which 6th and 7th grade students will learn to build and program robots.

Facilitator

Tom Cummings, CTE Supervisor 305 League

Participants

Middle school technology teacher

Target Dates or Schedule

Second semester

Evidence of Completion

Master schedule; Lesson plans; Student artifacts; Classroom walktroughs

PD Opportunity 2

Green Studies class will partner with an elementary class in order to expand participation in the Fairchild Challenge

Facilitator

Fairchild Challenge staff and Green Studies teacher

Participants

Environmental (Green) Studies teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Fairchild Challenge points earned

G11. Provide earlier identification and intervention for elementary students potentially "at risk."

G11.B2 In order to decrease the number of students retained, additional training is needed to have consistency in the schoolwide processes in place to support students struggling academically, such as the Response to Intervention (RtI) model.

G11.B2.S1 Provide additional training in the RtI process

PD Opportunity 1

Provide a review of the overview of RtI; Provide a review of what Tier One looks like; Provide a review of what Tier Two looks like, and what everyone's role is in progress monitoring; Provide a review of what must happen when a student moves from Tier Two to Tier Three.

Facilitator

Assistant Principal/RtI Liason and SPED Dept. Chairperson

Participants

Faculty

Target Dates or Schedule

Beginning in August for the entire faculty, with follow up at monthly faculty meetings and Wednesday PDs.

Evidence of Completion

Agendas from meetings; RtI handouts and forms distributed at meetings

G12. Provide earlier identification and intervention for middle school students potentially "at risk."

G12.B2 Additional training is needed to have consistency in the schoolwide processes in place to support students struggling academically, such as the Response to Intervention (RtI) model.

G12.B2.S1 Provide additional training in the RtI process.

PD Opportunity 1

Provide a review of the overview of RtI; Provide a review of what Tier One looks like; Provide a review of what Tier Two looks like, and what everyone's role is in progress monitoring; Provide a review of what must happen when a student moves from Tier Two to Tier Three

Facilitator

Assistant Principal/RtI Liaison

Participants

Assistant Principal/RtI Liaison

Target Dates or Schedule

Beginning in August for the entire faculty, with follow up at monthly faculty meetings and Wednesday PDs.

Evidence of Completion

Agendas from meetings; Handouts and forms distributed at meetings

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Results from the 2013 FCAT 2.0 Math indicate that 76% of students in grades 3-8 scored at or above Level 3. Our goal for 2014 is for 81% of students in grades 3-8 to score at or above a Level 3, an increase of five percentage points.	$1,200
G8.	Increase the number of STEM-related experiences provided for students.	$2,000
	Total	$3,200

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program
Total	$3,200	$3,200
School budget	$1,200	$1,200
EESAC	$2,000	$2,000

Budget Details

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

G3. Results from the 2013 FCAT 2.0 Math indicate that 76% of students in grades 3-8 scored at or above Level 3. Our goal for 2014 is for 81% of students in grades 3-8 to score at or above a Level 3, an increase of five percentage points.

G3.B1 According to results from the 2013 FCAT 2.0 Math, 75% of Hispanic students in grades 3-8 scored at or above a Level 3. Our goal for 2014 is for at least 81% of Hispanic students to score at or above Level 3 in Math. Vocabulary development: Because math language is not often used in everyday language, students need additional support to understand key concepts in math.

G3.B1.S2 Using formative assessment data from Interims and iReady, to identify students to include in targeted before and after school tutoring for additional skill building in mathematics.

Action Step 1

Use formative assessment data from Interims and iReady, to identify students to participate in tutoring.

Resource Type

Evidence-Based Program

Resource

Hourly teachers

Funding Source

School budget

Amount Needed

$1,200

G8. Increase the number of STEM-related experiences provided for students.

G8.B1 Students have not had many opportunities to participate in STEM-related activities at school.

G8.B1.S1 Create opportunities for students to participate in STEM-related experiences at all grade levels through project based learning involving science, technology, engineering, and mathematics activities.

Action Step 2

Provide a VEX robotics/engineering elective in which 6th and 7th grade students will learn to build and program robots.

Resource Type

Evidence-Based Program

Resource

Lego EV3 Engineering/Robotics Program

Funding Source

EESAC

Amount Needed

$2,000