



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Gateway Environmental K 8 Learning Center

955 SE 18TH AVE

Homestead, FL 33035

305-257-6000

<http://gatewayk8.dadeschools.net>

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
88%

Alternative/ESE Center
No

Charter School
No

Minority Rate
93%

School Grades History

2013-14
C

2012-13
C

2011-12
C

2010-11
C

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

Gateway Environmental K 8 Learning Center

Principal

Lucas De La Torre

School Advisory Council chair

Kathiria Diaz

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

Name	Title
Nicole Benitez	Assistant Principal
Clinton Bales	Assistant Principal
Maritza Correa	Assistant Principal
Kathiria Diaz	Reading Coach
Maydelin Perez	Reading Coach
Aline Rodriguez	Math Coach

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

Principal-1, Alternate Principal-1, Union Steward-1, Business./Community Representative (BCR)-1, Teacher-5, Alternate Teacher-1, Educational Support Employee-1, Alternate Educational Support-1, Parent-6, Parent Alternate-1, Student-2, Alternate Student-1

Involvement of the SAC in the development of the SIP

Gateway Environmental K-8 Learning Center's Educational Excellence School Advisory Council (EESAC) works to ensure improved student achievement. The EESAC reviews the School Improvement Plan (SIP) and assists in guiding the development and implementation throughout the school year.

Activities of the SAC for the upcoming school year

The purpose of the Gateway Environmental K-8 Learning Center's Educational Excellence School Advisory Council (EESAC) is to work to ensure improved student achievement. One of the ways the EESAC will do this is by developing, monitoring and evaluating the School Improvement Plan as required by Blueprint 2000. The group may also address issues that include curriculum, student discipline, staffing, safety, technology, student support services, textbook adoptions, professional development, and budget, as they apply to the School Improvement Plan and the District's strategic planning goals. Recommendations adopted by the EESAC shall be presented to the principal for presentation to the school staff.

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

The SAC funds will be used to support areas of the School Improvement Plan,

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lucas De La Torre

Principal

Years as Administrator: 12

Years at Current School: 1

Credentials

Specific Learning Disabled-BS
Educational Leadership-MS

Performance Record

2013 – School Grade
Rdg. Proficiency, 67%
Math Proficiency, 61%
Rdg. Lrg. Gains, 75 points
Math Lrg. Gains, 69 points
Rdg. Imp. of Lowest 25% -
72 points
Math Imp. of Lowest 25% -
68 points
Rdg. AMO – No
Math AMO – No
2012 – Use the same format from 2013
Rdg. Proficiency, 67%
Math Proficiency, 61%
Rdg. Lrg. Gains, 71 points
Math Lrg. Gains, 71 points
Rdg. Imp. of Lowest 25% -
77 points
Math Imp. of Lowest 25% -
68 points
Rdg. AMO – No
Math AMO – No
2011 and prior use original format.
Rdg. Proficiency, 82%
Math Proficiency, 74%
Rdg. Lrg. Gains, 72 points
Math Lrg. Gains, 66 points
Rdg. Imp. of Lowest 25% -
75 points
Math Imp. of Lowest 25% -
68 points
Rdg. AMO – Yes
Math AMO – Yes

Nicole Benitez

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Elementary Education-BS
 ESOL Endorsement
 Educational Leadership-MS

Performance Record

2013 – School Grade
 Rdg. Proficiency, 49%
 Math Proficiency, 51%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% -
67 points
 Math Imp. of Lowest 25% -
66 points
 Rdg. AMO – No
 Math AMO – Yes
 2012 – Use the same format from 2013
 Rdg. Proficiency, 48%
 Math Proficiency, 53%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 56 points
 Rdg. Imp. of Lowest 25% -
71 points
 Math Imp. of Lowest 25% -
47 points
 Rdg. AMO – No
 Math AMO – Yes
 2011 and prior use original format.
 Rdg. Proficiency, 77%
 Math Proficiency, 76%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% -
53 points
 Math Imp. of Lowest 25% -
60 points
 Rdg. AMO – Yes
 Math AMO – Yes

Clinton Bales

Asst Principal

Years as Administrator: 11

Years at Current School: 1

CredentialsExercise and Sport Sciences-BS
Educational Leadership-MS**Performance Record**

2013 – School Grade
 Rdg. Proficiency, 50%
 Math Proficiency, 55%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% -
69 points
 Math Imp. of Lowest 25% -
66 points
 Rdg. AMO – No
 Math AMO – Yes

2012 – Use the same format from 2013
 Rdg. Proficiency, 66%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 68 points
 Rdg. Imp. of Lowest 25% -
64 points
 Math Imp. of Lowest 25% -
58 points
 Rdg. AMO – No
 Math AMO – Yes

2011 and prior use original format.
 Rdg. Proficiency, 62%
 Math Proficiency, 81%
 Rdg. Lrg. Gains, 61 points
 Math Lrg. Gains, 79 points
 Rdg. Imp. of Lowest 25% -
50 points
 Math Imp. of Lowest 25% -
63 points
 Rdg. AMO – No
 Math AMO – Yes

Maritza Correa

Asst Principal

Years as Administrator: 7

Years at Current School: 5

Credentials

Elementary Education-BS
 ESOL Endorsement
 Educational Leadership-MS

Performance Record

2013 – School Grade
 Rdg. Proficiency, 49%
 Math Proficiency, 51%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% -
67 points
 Math Imp. of Lowest 25% -
66 points
 Rdg. AMO – No
 Math AMO – Yes
 2012 – Use the same format from 2013
 Rdg. Proficiency, 48%
 Math Proficiency, 53%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 56 points
 Rdg. Imp. of Lowest 25% -
71 points
 Math Imp. of Lowest 25% -
47 points
 Rdg. AMO – No
 Math AMO – Yes
 2011 and prior use original format.
 Rdg. Proficiency, 65%
 Math Proficiency, 63%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 44 points
 Rdg. Imp. of Lowest 25% -
50 points
 Math Imp. of Lowest 25% -
58 points
 Rdg. AMO – Yes
 Math AMO – Yes

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kathiria Diaz

Full-time / School-based

Years as Coach: 2

Years at Current School: 5

Areas

Reading/Literacy, Data, RtI/MTSS

Credentials

Elementary Education-BS
 ESOL Endorsement
 Social Science 6-12
 Educational Leadership-MS

Performance Record

2013 – School Grade
 Rdg. Proficiency, 49%
 Math Proficiency, 51%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% -
67 points
 Math Imp. of Lowest 25% -
66 points
 Rdg. AMO – No
 Math AMO – Yes
 2012 – Use the same format from 2013
 Rdg. Proficiency, 48%
 Math Proficiency, 53%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 56 points
 Rdg. Imp. of Lowest 25% -
71 points
 Math Imp. of Lowest 25% -
47 points
 Rdg. AMO – No
 Math AMO – Yes
 2011 and prior use original format.
 Rdg. Proficiency, 65%
 Math Proficiency, 63%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 44 points
 Rdg. Imp. of Lowest 25% -
50 points
 Math Imp. of Lowest 25% -
58 points
 Rdg. AMO – Yes
 Math AMO – Yes

Maydelin Perez

Part-time / District-based

Years as Coach: 10

Years at Current School: 5

Areas

Reading/Literacy, Data, RtI/MTSS

CredentialsElementary Education & Early Childhood-BS
Reading K-12-MS**Performance Record**

2013 – School Grade
 Rdg. Proficiency, 49%
 Math Proficiency, 51%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% -
67 points
 Math Imp. of Lowest 25% -
66 points
 Rdg. AMO – No
 Math AMO – Yes

2012 – Use the same format from 2013
 Rdg. Proficiency, 48%
 Math Proficiency, 53%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 56 points
 Rdg. Imp. of Lowest 25% -
71 points
 Math Imp. of Lowest 25% -
47 points
 Rdg. AMO – No
 Math AMO – Yes

2011 and prior use original format.
 Rdg. Proficiency, 65%
 Math Proficiency, 63%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 44 points
 Rdg. Imp. of Lowest 25% -
50 points
 Math Imp. of Lowest 25% -
58 points
 Rdg. AMO – Yes
 Math AMO – Yes

Aline Rodriguez

Part-time / District-based Years as Coach: 2 Years at Current School: 4

Areas Mathematics, Data, RtI/MTSS

Credentials Primary Education-BS
 ESOL Endorsement
 Gifted Endorsement
 Primary Education-MS

Performance Record

2013 – School Grade
 Rdg. Proficiency, 49 %
 Math Proficiency, 51 %
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% -
 67 points
 Math Imp. of Lowest 25% -
 66 points
 Rdg. AMO – No
 Math AMO – Yes

2012 – Use the same format from 2013
 Rdg. Proficiency, 48 %
 Math Proficiency, 53 %
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 56 points
 Rdg. Imp. of Lowest 25% -
 71 points
 Math Imp. of Lowest 25% -
 47 points
 Rdg. AMO – No
 Math AMO – Yes

2011 and prior use original format.
 Rdg. Proficiency, 65 %
 Math Proficiency, 63 %
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 44 points
 Rdg. Imp. of Lowest 25% -
 50 points
 Math Imp. of Lowest 25% -
 58 points
 Rdg. AMO – Yes
 Math AMO – Yes

Classroom Teachers

of classroom teachers

118

receiving effective rating or higher

118, 100%

Highly Qualified Teachers

67%

certified in-field

79, 67%

ESOL endorsed

69, 58%

reading endorsed

14, 12%

with advanced degrees

44, 37%

National Board Certified

4, 3%

first-year teachers

5, 4%

with 1-5 years of experience

21, 18%

with 6-14 years of experience

72, 61%

with 15 or more years of experience

20, 17%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

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

- Professional Development
- Grade Level Common Planning Time
- Assign a mentor teacher

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

Mentoring and induction for New teachers (MINT) is a site-based program for teachers new to the profession. First year teachers will be paired with MINT certified teachers. Mentoring activities include teaching observations with reflections, data chats, classroom management, instructional strategies, differentiated instruction and content area literacy.

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

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

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

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

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. 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. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

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

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

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

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

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

impact grades for support focus or prevention/early intervention efforts.

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

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

The school-based leadership team follows the Florida Continuous Improvement Model (FCIM). The team analyses data and creates possible solutions to problems. Progress is monitored and again re-analyzed. The cycle continues with each new implementation of possible intervention strategies.

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

The Tier 1 and Tier 2 worksheets document 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.

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 following academic data sources and management systems will be used:

FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)

EasyCBM

STAR reading assessment

Oral Reading Fluency Measures

Voyager Phonemic Awareness and Phonics measures

Success Maker Utilization and Progress Reports

Interim assessments

State/Local Math and Science assessments

FCAT

Student grades

School site specific assessments

The following behavioral data sources and management systems will be used:

Student Case Management System

Detentions

Suspensions/expulsions

Referrals by student behavior, staff behavior, and administrative context

Office referrals per day per month

Team climate surveys

Attendance

Functional Assessment

Frequency Monitoring

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

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

1. Administrators will attend district training in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district training 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 to reach a rating of at least 80% MTSS implementation in the school. The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 3,600

All teachers will implement research-based reading strategies using the data collected from the Baseline, Fall, and Winter Assessments in order to provide students with re teaching and enrichment activities. Teachers will be given common planning time to collaborate and plan using the current data. Professional Development will also be provided in the school site according to the students' and teachers' needs.

Strategy Purpose(s)

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

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

Following the Baseline and District assessments, data will be analyzed to develop an FCIM calendar identifying weak benchmarks, resources to supplement the teaching of those benchmarks and the strategies used in the classroom to facilitate the remediation of those benchmarks.

Who is responsible for monitoring implementation of this strategy?

Instructional coaches create maintain the program and monitor its effectiveness.

Literacy Leadership Team (LLT)

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

Name	Title
Lucas De La Torre	Principal
Nicole Bentiez	Assistant Principal

Name	Title
Maritza Correa	Assistant Principal
Clinton Bales	Assistant Principal
Maydelin Perez	Reading Coach
Kathiria Diaz	Reading Coach
Griselda Camejo	Media Specialist
Aline Rodriguez	Mathematics Coach
Myriam Bendfeldt	Teacher
Silvana Crissien	Teacher
Jessica Diaz	Teacher
Janine Fernandez	Teacher
Jennise Garcia	Teacher
Jane Gilbert	Teacher
Cheryl Hall	Teacher
Alexis Moreno	Teacher
Jennifer Sanchez	Teacher
Dinaris Zamudio	Teacher
Julie Henkel	Teacher
Michele Sutherland	Teacher

How the school-based LLT functions

The LLT meets monthly in the principal's office to discuss monthly data, interims and progress monitoring.

Major initiatives of the LLT

The LLT will compile and distribute data to teachers on a timely basis to make it useable in the classroom. The LLT will also look for school wide and individual classroom patterns in data. The LLT will analyze the data to drive all decision-making while infusing school-wide literacy. The LLT is guided by and supports the K-12 CRRP.

Every Teacher Contributes to Reading Instruction

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

Special Area teachers, Bilingual and Content Area teachers will use reading strategies during the school day. Teachers will be trained in the new Common Core State Standards as well as reading strategies in order to incorporate reading into their content area. Professional Development as well as modeling will be provided for these 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

Gateway is actively involved in assisting preschool children with the transition of early childhood programs to elementary school programs by offering all students' academic experiences, even in our Voluntary Prekindergarten (VPK) classes. The Florida VPK Education Standards include the eight domains: Physical Health, Approaches to Learning, Social and Emotional Development, Language and Communication, Emergent Literacy, Mathematical and Scientific Thinking, Social Studies and The Arts, and Motor Development. The curricula used in our VPK general education classrooms are the High/Scope curriculum framework and Houghton-Mifflin-Harcourt (HMH). Role Model students have been added to our Pre-K Special Education classroom to increase inclusion of children with disabilities. High/Scope and BELL/Wright Skills are used by the Special Education (SPED) Prekindergarten Program with role model VPK students. Role Model Students benefit from this type of program because it creates a more positive attitude towards people with disabilities, while increasing social skills and enhances developmental progress for all students.

Transition from VPK to Kindergarten is facilitated by the collaboration of our VPK and Kindergarten teachers. VPK and Kindergarten activities are developed for parents and students throughout the year. In May students from private Early Education Schools, are invited to participate in an annual field trip to our school. Pre-K students are given the opportunity to spend a day with kindergarten classes, and participated in the daily activities of a typical kindergarten classroom. In addition, parents of registered kindergartners are invited to an orientation prior to the first day of school. Incoming Kindergarten students are given FLKRS (kindergarten screenings) and the FAIR. The assessment results will drive all instruction within the classroom.

Kindergarten students and parents were invited to a "Meet and Greet" on Friday August 16th, 2013. This meeting gave the parents and students an opportunity to meet their teacher and become familiar with the school setting. During Open House, August 29th, 2013, students and parents visited classroom and were able to view the curriculum, class work, and have a question and answer session with the Kindergarten teachers.

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

Students in the secondary level have the option to take a course through Florida Virtual Schools (FLVS) in the school's Virtual Learning Lab (VLL). Two courses offered are Career Research & Decision Making, and Business Keyboarding. These two courses help students make connections to their future and their current course work.

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

Secondary students are seen on an individual basis by the Academic Advisor at least one time per year to discuss current coursework and future academics. The school hosts a Career Day so that community representatives may showcase their duties out in the workforce.

Strategies for improving student readiness for the public postsecondary level

Gateway Environmental K-8 Learning Center offers a rigorous program of study. Current 8th graders have the chance to take high school credit courses. Algebra and Physical Science help students advance in their studies by one school year in the areas of Mathematics and Science.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	49%	No	60%
American Indian				
Asian				
Black/African American	53%	40%	No	57%
Hispanic	57%	53%	No	61%
White	68%	59%	No	72%
English language learners	46%	34%	No	51%
Students with disabilities	43%	45%	Yes	49%
Economically disadvantaged	54%	46%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	220	25%	29%
Students scoring at or above Achievement Level 4	180	21%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	12	26%	27%
Students scoring at or above Level 7	27	59%	59%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

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)	112	44%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	51	20%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	49	19%	27%

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	130	62%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	48%	51%	Yes	54%
American Indian				
Asian				
Black/African American	46%	44%	Yes	51%
Hispanic	50%	54%	Yes	55%
White	48%	52%	Yes	54%
English language learners	40%	45%	Yes	46%
Students with disabilities	38%	35%	No	45%
Economically disadvantaged	47%	50%	Yes	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	257	29%	33%
Students scoring at or above Achievement Level 4	168	19%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		66%	69%

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	34	19%	24%
Students scoring at or above Achievement Level 4	24	14%	16%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		
Participation in STEM-related experiences provided for students	1700		

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	252	14%	13%
Students retained, pursuant to s. 1008.25, F.S.	140	10%	9%
Students who are not proficient in reading by third grade	145	64%	58%
Students who receive two or more behavior referrals	207	13%	12%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	100	6%	5%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	22	8%	7%
Students who fail an English Language Arts course	10	3%	2%
Students who fail two or more courses in any subject	16	5%	4%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Goals Summary

- G1.** Results of the 2013 FCAT 2.0 Reading indicate that 49% of students achieved proficiency by scoring a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 11 percentage points to 60%.
- G2.** Results of the 2013 FCAT 2.0 Writing indicate that 62% of students achieved proficiency by scoring at or above 3.5. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 66%.
- G3.** Results of the 2013 FCAT 2.0 Mathematics indicate that 51% of all students made satisfactory progress. Our goal for the 2013-2014 school year is to increase the percentage of students making satisfactory progress by 3 percentage points to 54%.
- G4.** Our goal for the 2013-2014 school year is to increase student enrollment in the Middle School Acceleration Program.
- G5.** Results of the 2013 FCAT 2.0 Grade 5 Science indicate that 19% (34) of students achieved proficiency by scoring a Level 3. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 24%.
- G6.** The goal for the 2013-2014 school year is to increase the variety of school-wide experiences in Science, Technology, Engineering and Mathematics (STEM).
- G7.** The goal for the 2013-2014 school year is to increase the number of students enrolled in Career and Technical Education (CTE) programs.
- G8.** The results of the 2013 Civics Baseline assessment indicate that 0% of students demonstrated proficiency. Our goal for the 2014 Civics EOC is to increase the percentage of students demonstrating proficiency by 10 percentage points to 10%.
- G9.** Identify elementary students early to provide intervention for attendance, behavior, and academics.
- G10.** Identify secondary students early to provide intervention for attendance and academics.

Goals Detail

G1. Results of the 2013 FCAT 2.0 Reading indicate that 49% of students achieved proficiency by scoring a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 11 percentage points to 60%.

Targets Supported

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

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- The area of deficiency for the Black, Hispanic, White, ELL, and ED subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text. Results of the 2013 FCAT 2.0 Reading indicate that 40% of students in the Black subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the Black subgroup by 17 percentage points to 57%. Results of the 2013 FCAT 2.0 Reading indicate that 53% of students in the Hispanic subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the Hispanic subgroup by 8 percentage points to 61%. Results of the 2013 FCAT 2.0 Reading indicate that 59% of students in the White subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the White subgroup by 13 percentage points to 72%. Results of the 2013 FCAT 2.0 Reading indicate that 34% of students in the ELL subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the ELL subgroup by 23 percentage points to 51%. Results of the 2013 FCAT 2.0 Reading indicate that 45% of students in the SWD subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the SWD subgroup by 4 percentage points to 49%. Results of the 2013 FCAT 2.0 Reading indicate that 46% of students in the ED subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the ED subgroup by 13 percentage points to 59%.
- Results of the 2013 FCAT 2.0 Reading indicate that 25% of students achieved proficiency by scoring a Level 3. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 4 percentage points to 29%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.
- Results of the 2013 FCAT 2.0 Reading indicate that 21% of students scored at or above achievement Level 4. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at or above achievement Level 4 by 2 percentage points to 23%. The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.
- Results of the 2013 FCAT 2.0 Reading indicate that 63% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 4 percentage points to 67%. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.
- Results of the 2013 FCAT 2.0 Reading indicate that 67% of students in the lowest 25% quartile made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students from the lowest 25% quartile making learning gains by 3 percentage points to 70%.

The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

- Results of the 2013 CELLA Listening/Speaking indicate that 44% of students attained a level of proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students attaining a level of proficiency by 6 percentage points to 50%. The area of deficiency demonstrated on the 2013 CELLA was listening and speaking due to limited opportunities to speak and listen to spoken English
- Results of the 2013 CELLA Reading indicate that 20% of students attained a level of proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students attaining a level of proficiency by 8 percentage points to 28%. The area of deficiency demonstrated on the 2013 CELLA was reading comprehension due to limited exposure to vocabulary skills
- Results of the 2013 CELLA Writing indicate that 19% of students attained a level of proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students attaining a level of proficiency by 8 percentage points to 27%. The area of deficiency demonstrated on the 2013 CELLA was writing due to limited exposure to grammar strategies.

Plan to Monitor Progress Toward the Goal

assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Leadership Team and Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests District computer assisted programs, and Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0

G2. Results of the 2013 FCAT 2.0 Writing indicate that 62% of students achieved proficiency by scoring at or above 3.5. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 66%.

Targets Supported

- Writing

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT Writing was focus and conventions due to limited exposure to grammar strategies.

Plan to Monitor Progress Toward the Goal

Assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

Literacy Leadership Team and Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Biweekly writing samples District Pre and Post Writing Assessments Summative: 2014 FCAT Writes

G3. Results of the 2013 FCAT 2.0 Mathematics indicate that 51% of all students made satisfactory progress. Our goal for the 2013-2014 school year is to increase the percentage of students making satisfactory progress by 3 percentage points to 54%.

Targets Supported

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

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Mathematics indicate that 35% of students in the SWD subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase the percentage of students in the SWD subgroup making satisfactory progress by 10 percentage points to 45%.
- Results of the 2013 FCAT 2.0 Mathematics indicate that 29% of students achieved proficiency by scoring a Level 3. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 4 percentage points to 33%.
- Results of the 2013 FCAT 2.0 Mathematics indicate that 19% of students achieved above proficiency by scoring Levels 4 and 5. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Levels 4 and 5 by 2 percentage points to 21%.
- Results of the 2013 FCAT 2.0 Mathematics indicate that 67% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 3 percentage points to 70%.
- Results of the 2013 FCAT 2.0 Mathematics indicate that 66% of students in the lowest 25% quartile made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students from the lowest 25% quartile making learning gains by 3 percentage points to 69%.

Plan to Monitor Progress Toward the Goal

will analyze data from District Assessments, Topic Tests and Mini Benchmark Assessments and adjust instruction as needed.

Person or Persons Responsible

Mathematics Coach and MTSS/Rtl

Target Dates or Schedule:

Ongoing

Evidence of Completion:

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment.

G4. Our goal for the 2013-2014 school year is to increase student enrollment in the Middle School Acceleration Program.

Targets Supported

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Students in grade 8 will not take Pre-Algebra in order to take Algebra for high school credit.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. Results of the 2013 FCAT 2.0 Grade 5 Science indicate that 19% (34) of students achieved proficiency by scoring a Level 3. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 24%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Science indicate that 19% of grade 5 students achieved proficiency by scoring a Level 3. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 24%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science was the Nature of Science due to limited number of scientific lab experiences and technology.
- Results of the 2013 FCAT 2.0 Science indicate that 14% of grade 5 students achieved a Level 4 and above. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 4 and above by 2 percentage points to 16%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science was Nature of Science due to limited exposure of technological laboratory activities.

Plan to Monitor Progress Toward the Goal

Assessment(s) Science teachers will utilize a variety of formative and summative assessments that will provide evidence of learning process and teaching effectiveness throughout the school year.

Person or Persons Responsible

Science Coach and Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Science Monthly Assessments Summative: Science FCAT 2.0

G6. The goal for the 2013-2014 school year is to increase the variety of school-wide experiences in Science, Technology, Engineering and Mathematics (STEM).

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- The goal for the 2013-2014 school year is to increase the variety of school-wide experiences in Science, Technology, Engineering and Mathematics (STEM).

Plan to Monitor Progress Toward the Goal

Administrative Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Participation rate in STEM experiences.

G7. The goal for the 2013-2014 school year is to increase the number of students enrolled in Career and Technical Education (CTE) programs.

Targets Supported

- CTE

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- The goal for the 2013-2014 school year is to increase the number of students enrolled in Career and Technical Education (CTE) programs.

Plan to Monitor Progress Toward the Goal

Administration tracks progress with weekly and monthly reports.

Person or Persons Responsible

Administration and VLL Facilitator

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Assessment(s)-School –site monthly assessments and student final course grade.

G8. The results of the 2013 Civics Baseline assessment indicate that 0% of students demonstrated proficiency. Our goal for the 2014 Civics EOC is to increase the percentage of students demonstrating proficiency by 10 percentage points to 10%.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 Civics Baseline assessment was Organization and Function of Government due to limited exposure of civics resources.

Plan to Monitor Progress Toward the Goal

assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Core Textbook Quizzes/Tests, District created chapter pre/posttests, and Interim Assessments
Summative: 2014 Civics EOC

G9. Identify elementary students early to provide intervention for attendance, behavior, and academics.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 Early Warning System indicate that 14% of students missed 10% or more of available instructional time. Our goal for the 2013-2014 school year is to decrease the percentage of students who missed 10% or more of available instructional time by 1% to 13%.
- The results of the 2012-2013 Early Warning System indicate that 10% of students in grades pre-kindergarten through grade 5 are retained. Our goal for the 2013-2014 school year is to decrease the percentage of students who are retained by 1% to 9%.
- The results of the 2012-2013 Early Warning System indicate that 64% of students are not proficient in reading by grade 3. Our goal for the 2013-2014 school year is to decrease the percentage of students who are not proficient in reading by grade 3 by 6% to 58%.
- The results of the 2012-2013 Early Warning System indicate that 13% of students receive 2 or more behavior referrals. Our goal for the 2013-2014 school year is to decrease the percentage of students who receive 2 or more behavior referrals by 1% to 12%.

Plan to Monitor Progress Toward the Goal

Analyze data reports

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Results of FCAT 2.0

G10. Identify secondary students early to provide intervention for attendance and academics.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 Early Warning System indicate that 14% of students missed 10% or more of available instructional time. Our goal for the 2013-2014 school year is to decrease the percentage of students who missed 10% or more of available instructional time by 1% to 13%.
- The results of the 2012-2013 Early Warning System indicate that 5% of students fail two or more courses in any subject in grades 6-8. Our goal for the 2013-2014 school year is to decrease the percentage of students who fail two or more courses in any subject in grades 6-8 by 1% to 4%.
- The results of the 2012-2013 Early Warning System indicate that 6% of students receive one or more behavior referrals that lead to suspension. Our goal for the 2013-2014 school year is to decrease the percentage of students who receive one or more behavior referrals that lead to suspension by 1% to 5%.

Plan to Monitor Progress Toward the Goal

Analyze data reports

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Results of FCAT 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Results of the 2013 FCAT 2.0 Reading indicate that 49% of students achieved proficiency by scoring a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 11 percentage points to 60%.

G1.B1 The area of deficiency for the Black, Hispanic, White, ELL, and ED subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text. Results of the 2013 FCAT 2.0 Reading indicate that 40% of students in the Black subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the Black subgroup by 17 percentage points to 57%. Results of the 2013 FCAT 2.0 Reading indicate that 53% of students in the Hispanic subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the Hispanic subgroup by 8 percentage points to 61%. Results of the 2013 FCAT 2.0 Reading indicate that 59% of students in the White subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the White subgroup by 13 percentage points to 72%. Results of the 2013 FCAT 2.0 Reading indicate that 34% of students in the ELL subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the ELL subgroup by 23 percentage points to 51%. Results of the 2013 FCAT 2.0 Reading indicate that 45% of students in the SWD subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the SWD subgroup by 4 percentage points to 49%. Results of the 2013 FCAT 2.0 Reading indicate that 46% of students in the ED subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the ED subgroup by 13 percentage points to 59%.

G1.B1.S1 Students should practice using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.

Action Step 1

will model connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests District computer assisted programs, and Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0

Facilitator:

Instructional Coaches

Participants:

Teachers

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

will conduct teacher data chats to make adjustments to instruction, as needed.

Person or Persons Responsible

LLT & SBLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests District computer assisted programs, and Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

will analyze data from Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests or Grades 6-8 McDougal Littell Literature Quizzes/Tests, District computer assisted programs, and Interim Assessments then adjust instruction as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

All year

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests or Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments. Summative Assessments – Results for the 2014 FCAT 2.0

G1.B2 Results of the 2013 FCAT 2.0 Reading indicate that 25% of students achieved proficiency by scoring a Level 3. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 4 percentage points to 29%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

G1.B2.S1 Students should analyze how the visual and multimedia elements contributes, and draws information in the meaning, and locating the details to answer and quickly solve problems.

Action Step 1

will demonstrate how to analyze the text features used to organize text, including how the sections contribute to the whole and to the development of the ideas.

Person or Persons Responsible

Teachers and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0

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

will conduct walkthroughs to observe and identify teacher instruction that needs to be adjusted.

Person or Persons Responsible

Instructional Coaches and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments ? Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

will analyze data from Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests or Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments and adjust instruction as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0

G1.B3 Results of the 2013 FCAT 2.0 Reading indicate that 21% of students scored at or above achievement Level 4. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at or above achievement Level 4 by 2 percentage points to 23%. The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

G1.B3.S1 Students should practice using real-world documents such as, how-to articles, brochures, flyers, and websites use text features to locate, interpret, and organize information.

Action Step 1

will make connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts. Useful instructional strategies include: text feature chart and text feature analysis

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments ? Summative Assessments – Results for the 2014 FCAT 2.0

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

will conduct teacher data chats to analyze data and adjust instruction as needed.

Person or Persons Responsible

Instructional Coaches and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments ? Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

will analyze data from Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests or Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments and adjust instruction as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments ? Summative Assessments – Results for the 2014 FCAT 2.0

G1.B5 Results of the 2013 FCAT 2.0 Reading indicate that 63% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 4 percentage points to 67%. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

G1.B5.S1 Teachers should utilize assessment data to formulate student groups for small-group, skill-based instruction.

Action Step 1

will hold data chat conversations with their students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

After each major assessment

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0

Facilitator:

Reading Coaches

Participants:

Reading and Language Arts Teachers

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

will hold data chat conversations with the teachers and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

After each quarterly assessment

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B5.S1

will analyze data from Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests or Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments and adjust instruction as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Each quarterly assessment

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0

G1.B6 Results of the 2013 FCAT 2.0 Reading indicate that 67% of students in the lowest 25% quartile made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students from the lowest 25% quartile making learning gains by 3 percentage points to 70%. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

G1.B6.S1 Teachers should utilize assessment data to regroup students for small-group, skill-based instruction.

Action Step 1

will analyze data and use information gathered for small-group implementation.

Person or Persons Responsible

Teachers

Target Dates or Schedule

After each quarterly assessment

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0

Facilitator:

Administration and Reading Coaches

Participants:

Reading and Language Arts Teachers

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

will lead teacher data chats and instruction will be adjusted as needed.

Person or Persons Responsible

Reading Coaches and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B6.S1

will analyze data from Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests or Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments and adjust instruction as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0

G1.B7 Results of the 2013 CELLA Listening/Speaking indicate that 44% of students attained a level of proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students attaining a level of proficiency by 6 percentage points to 50%. The area of deficiency demonstrated on the 2013 CELLA was listening and speaking due to limited opportunities to speak and listen to spoken English

G1.B7.S1 Teachers will use books on tapes for Cooperative Learning Groups and engage students in group discussions

Action Step 1

will use books on tapes for Cooperative Learning Groups and engage students in group discussions

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Quarterly Listening and Speaking assessments Summative: 2014 CELLA

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

Oral language presentations

Person or Persons Responsible

ESOL Coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Quarterly Listening and Speaking assessments Summative: 2014 CELLA

Plan to Monitor Effectiveness of G1.B7.S1

will analyze data from Quarterly Listening and Speaking assessments and adjust instruction as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

All year

Evidence of Completion

Formative: Quarterly Listening and Speaking assessments Summative: 2014 CELLA

G1.B8 Results of the 2013 CELLA Reading indicate that 20% of students attained a level of proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students attaining a level of proficiency by 8 percentage points to 28%. The area of deficiency demonstrated on the 2013 CELLA was reading comprehension due to limited exposure to vocabulary skills

G1.B8.S1 ESOL classes will engage in utilizing research-based vocabulary strategies for context clues.

Action Step 1

will model using utilizing research-based vocabulary strategies for context clues

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quarterly read aloud reading assessments taken from Scaffolded FAIR passages and Voyager fluency books. Formative: Monthly reading assessments Summative: 2014 CELLA

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

will assist in gathering read aloud reading assessments taken from Scaffolded FAIR passages and Voyager fluency books to provide strategies to facilitate the learning of context clues.

Person or Persons Responsible

ESOL Coordinator & Reading Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Quarterly read aloud reading assessments taken from Scaffolded FAIR passages and Voyager fluency books. Formative: Monthly reading assessments Summative: 2014 CELLA

Plan to Monitor Effectiveness of G1.B8.S1

will analyze data from reading assessments and adjust instruction as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Quarterly read aloud reading assessments taken from Scaffolded FAIR passages and Voyager fluency books. Formative: Monthly reading assessments Summative: 2014 CELLA

G1.B9 Results of the 2013 CELLA Writing indicate that 19% of students attained a level of proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students attaining a level of proficiency by 8 percentage points to 27%. The area of deficiency demonstrated on the 2013 CELLA was writing due to limited exposure to grammar strategies.

G1.B9.S1 ESOL classes will utilize grammar and writing strategies within the reading block, such as daily edit and journal entries.

Action Step 1

will demonstrate how to write for reader's response question, with a heavy emphasis on rubric.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Quarterly writing assessments Summative: 2014 CELLA

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

will assist teachers by providing them with writing assessments in writing for reader's response question.

Person or Persons Responsible

ESOL Coordinator

Target Dates or Schedule

All year

Evidence of Completion

Formative: Quarterly writing assessments Summative: 2014 CELLA

Plan to Monitor Effectiveness of G1.B9.S1

will analyze data from Quarterly writing assessments and adjust instruction as needed, with heavy emphasis on using rubrics.

Person or Persons Responsible

SBLT

Target Dates or Schedule

All year

Evidence of Completion

Formative: Quarterly writing assessments Summative: 2014 CELLA

G2. Results of the 2013 FCAT 2.0 Writing indicate that 62% of students achieved proficiency by scoring at or above 3.5. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 66%.

G2.B1 The area of deficiency as noted on the 2013 administration of the FCAT Writing was focus and conventions due to limited exposure to grammar strategies.

G2.B1.S1 Teachers will utilize revising/editing chart, conferencing with students for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences.

Action Step 1

will model effect writing with a heavy focus on the revising and editing process.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Biweekly writing samples District Pre and Post Writing Assessments Summative: 2014 FCAT Writes

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

will assist classroom teachers in analyzing students' writing, using a rubric, in order to determine their needs and adjust instruction.

Person or Persons Responsible

Literacy Leadership Team and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Biweekly writing samples District Pre and Post Writing Assessments Summative: 2014 FCAT Writes

Plan to Monitor Effectiveness of G2.B1.S1

will analyze data from biweekly writing samples and adjust instruction as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Biweekly writing samples, District Pre and Post Writing Assessments Summative: 2014 FCAT Writes

G3. Results of the 2013 FCAT 2.0 Mathematics indicate that 51% of all students made satisfactory progress. Our goal for the 2013-2014 school year is to increase the percentage of students making satisfactory progress by 3 percentage points to 54%.

G3.B1 Results of the 2013 FCAT 2.0 Mathematics indicate that 35% of students in the SWD subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase the percentage of students in the SWD subgroup making satisfactory progress by 10 percentage points to 45%.

G3.B1.S1 Student data chats will be conducted with the SWD subgroup in order to monitor progress.

Action Step 1

will conduct student data chats after each Interim Assessment and allow students to monitor their own data after each classroom assessment.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment.

Facilitator:

Instructional Coaches and Administration

Participants:

Teachers

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

will view student data chat logs.

Person or Persons Responsible

The Mathematics Coach and MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment.

Plan to Monitor Effectiveness of G3.B1.S1

will analyze data from District Assessments, Topic Tests and Mini Benchmark Assessments and adjust instruction as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment.

G3.B2 Results of the 2013 FCAT 2.0 Mathematics indicate that 29% of students achieved proficiency by scoring a Level 3. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 4 percentage points to 33%.

G3.B2.S1 Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding.

Action Step 1

will use think-a-louds to verbalize thinking when completing higher order questions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment.

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

will conduct walkthroughs focusing on higher order questioning strategies.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment.

Plan to Monitor Effectiveness of G3.B2.S1

will analyze data from District Assessments, Topic Tests and Mini Benchmark Assessments and adjust instruction as needed.

Person or Persons Responsible

Teachers and the Mathematics Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment.

G3.B3 Results of the 2013 FCAT 2.0 Mathematics indicate that 19% of students achieved above proficiency by scoring Levels 4 and 5. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Levels 4 and 5 by 2 percentage points to 21%.

G3.B3.S1 Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning.

Action Step 1

will provide opportunities for students to verify the reasonableness of problem situations to construct viable arguments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment. .

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

will conduct walkthroughs focusing on student discourse.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment.

Plan to Monitor Effectiveness of G3.B3.S1

will analyze data from District Assessments, Topic Tests and Mini Benchmark Assessments and adjust instruction as needed.

Person or Persons Responsible

Teachers, the Math Coach, and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment.

G3.B5 Results of the 2013 FCAT 2.0 Mathematics indicate that 67% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 3 percentage points to 70%.

G3.B5.S1 Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities.

Action Step 1

will provide intervention and enrichment activities through differentiated instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment.

Facilitator:

Math Coach

Participants:

Mathematics Teachers

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

will conduct walkthroughs focusing on evidence of direct instruction taking place.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment.

Plan to Monitor Effectiveness of G3.B5.S1

will analyze data from District Assessments, Topic Tests and Mini Benchmark Assessments and adjust instruction as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment.

G3.B6 Results of the 2013 FCAT 2.0 Mathematics indicate that 66% of students in the lowest 25% quartile made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students from the lowest 25% quartile making learning gains by 3 percentage points to 69%.

G3.B6.S1 Identify students in the lowest 25% and use an after school intervention tutorial program to address the mathematics deficiencies.

Action Step 1

will provide specific instruction based on the mathematics deficiencies of the students in the lowest 25%.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment.

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

will monitor student attendance in the after school intervention tutorial program and gather feedback from teachers on completion of lessons to address the mathematics deficiencies.

Person or Persons Responsible

The Mathematics Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment.

Plan to Monitor Effectiveness of G3.B6.S1

will analyze data from District Assessments, Topic Tests and Mini Benchmark Assessments and adjust instruction as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment.

G4. Our goal for the 2013-2014 school year is to increase student enrollment in the Middle School Acceleration Program.

G4.B1 Students in grade 8 will not take Pre-Algebra in order to take Algebra for high school credit.

G4.B1.S1 High performing students in grade 7 will participate in an Early Bird Algebra Prep course to provide them with Pre-Algebra skills.

Action Step 1

will send letters home inviting students to participate in the Early Bird Algebra Prep course.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Contact Log

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

will monitor student attendance in the Early Bird Algebra Prep course and make parent contact if the need should arise.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance and Parent Contact Log

Plan to Monitor Effectiveness of G4.B1.S1

will schedule students in the Middle School Acceleration Program.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Middle School Acceleration Program Enrollment

G5. Results of the 2013 FCAT 2.0 Grade 5 Science indicate that 19% (34) of students achieved proficiency by scoring a Level 3. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 24%.

G5.B1 Results of the 2013 FCAT 2.0 Science indicate that 19% of grade 5 students achieved proficiency by scoring a Level 3. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 24%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science was the Nature of Science due to limited number of scientific lab experiences and technology.

G5.B1.S1 Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during inquiry-based lab activities. Interactive science Journals/Notebooks will be utilized weekly in order to encourage reflection of science labs, as well as learning and positive attitudes towards science that will expand science laboratory experiences.

Action Step 1

Students will be given ample opportunities (i.e. Classroom investigations and school STEM Family Night Fair) to pose real world questions, find resources for research, interpret information and report findings on a regular basis via the implementation of regular inquiry-based learning laboratory activities.

Person or Persons Responsible

ScienceTeachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science teachers will utilize a variety of formative and summative assessments that will provide evidence of learning process and teaching effectiveness throughout the school year.

Facilitator:

Science Liaison

Participants:

Science Teachers

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

Each science teacher will be responsible for the implementation of inquiry-based science labs in the classroom, the students will report their findings in their Interactive STEM Journals/Notebooks and each science teacher will submit a quarterly Science Lab Log to the science department chair and assistant principal.

Person or Persons Responsible

Science Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment(s) Science teachers will utilize a variety of formative and summative assessments that will provide evidence of learning process and teaching effectiveness throughout the school year.

Plan to Monitor Effectiveness of G5.B1.S1

Science teachers will focus on more open-ended questions and monitor student data collection and research when addressing what students have learned from their investigations throughout the school year.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment(s) Science teachers will utilize a variety of formative and summative assessments that will provide evidence of learning process and teaching effectiveness throughout the school year.

G5.B2 Results of the 2013 FCAT 2.0 Science indicate that 14% of grade 5 students achieved a Level 4 and above. Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 4 and above by 2 percentage points to 16%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science was Nature of Science due to limited exposure of technological laboratory activities.

G5.B2.S1 Provide advanced science opportunities that will engage students in real-world science experiences by incorporating SECME activities and strategies and a variety of technologies. Staff will utilize NGSSS resources to present material in a variety of modalities by utilizing FCAT Explorer, Discovery Videos, and/or Explore Learning on a weekly basis to enhance learning by allowing students to analyze, draw appropriate conclusions, and apply key instructional concepts.

Action Step 1

will give students ample opportunities (i.e. Classroom investigations and school STEM Family Night Fair) to utilize school-based technologies that will enhance instruction and research while interpreting information and report their findings on a regular basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans and computer lab schedule and/or rotation chart.

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

Each science teacher will be responsible for the utilization of FCAT Explorer, Discovery Videos, and/or Explore Learning on a weekly basis in the science classroom and the students will reflect on what they learned in their interactive science Journals/Notebooks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans, computer lab schedule and/or rotation chart

Plan to Monitor Effectiveness of G5.B2.S1

Science teachers will monitor students' Interactive STEM Journals/Notebooks to determine if the students' learning was enhanced through the use of FCAT Explorer, Discovery Videos, and/or Explore Learning.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work in journal/notebooks

G6. The goal for the 2013-2014 school year is to increase the variety of school-wide experiences in Science, Technology, Engineering and Mathematics (STEM).

G6.B1 The goal for the 2013-2014 school year is to increase the variety of school-wide experiences in Science, Technology, Engineering and Mathematics (STEM).

G6.B1.S1 Early exposure to STEM concepts is critical for all of our students and should be integrated throughout the curriculum for all students K-8.

Action Step 1

Teachers will expose students to STEM careers so that they can see the relevance of STEM education as it relates to the workforce. Teachers will integrate STEM concepts that include inquiry-based instruction, questions/activities utilizing Webb's Depth of Knowledge, and engineering design process to enhance students' critical and creative thinking skills in robotics and Biomedical research.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment(s) Science teachers will continue to use the 5E teaching and learning model. Understanding by Design (UbD), problem-based learning, performance assessments, inquiry, and/or formative assessments will be used as monitoring tools by all teachers.

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

Each teacher will be responsible for the implementation and use of STEM research models that will improve student research skills and written communication. This will be evidenced in student interactive STEM Journals/Notebooks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment(s) Science teachers will continue to use the 5E teaching and learning model. Understanding by Design (UbD), problem-based learning, performance assessments, inquiry, and/or formative assessments will be used as monitoring tools by all teachers.

Plan to Monitor Effectiveness of G6.B1.S1

All teachers will monitor students to determine if the students' learning was enhanced through the implementation of STEM related instructional strategies that result in increased rigor in the areas of oral/written communication and collaboration.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment(s) Science teachers will continue to use the 5E teaching and learning model. Understanding by Design (UbD), problem-based learning, performance assessments, inquiry, and/or formative assessments will be used as monitoring tools by all teachers.

G7. The goal for the 2013-2014 school year is to increase the number of students enrolled in Career and Technical Education (CTE) programs.

G7.B1 The goal for the 2013-2014 school year is to increase the number of students enrolled in Career and Technical Education (CTE) programs.

G7.B1.S1 CTE courses will be offered to secondary students through Florida Virtual Schools (FLVS) and robotics.

Action Step 1

Students in the secondary level have the option to take robotics and/or a course through Florida Virtual Schools (FLVS) in the school's Virtual Learning Lab (VLL) for Keyboarding or Career Research and Decision Making.

Person or Persons Responsible

VLL Facilitator and Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Final student grade

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

Verify that students are enrolled in robotics, Career Research & Decision Making, and Business Keyboarding. Teachers track progress with weekly reports.

Person or Persons Responsible

Teacher and VLL Facilitator

Target Dates or Schedule

Ongoing

Evidence of Completion

Student schedule

Plan to Monitor Effectiveness of G7.B1.S1

Teachers track progress with weekly and monthly reports.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment(s)-School –site monthly assessments.

G8. The results of the 2013 Civics Baseline assessment indicate that 0% of students demonstrated proficiency. Our goal for the 2014 Civics EOC is to increase the percentage of students demonstrating proficiency by 10 percentage points to 10%.

G8.B1 The area of deficiency as noted on the 2013 Civics Baseline assessment was Organization and Function of Government due to limited exposure of civics resources.

G8.B1.S1 Utilize District-published lesson plans with assessments aligned to End of Course benchmarks to maximize opportunities for students to master tested content.

Action Step 1

will utilize District-published lesson plans with assessments aligned to End of Course benchmarks to maximize opportunities for students to master tested content.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Core Textbook Quizzes/Tests, District created chapter pre/posttests, and Interim Assessments Summative: 2014 Civics EOC

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

will conduct teacher data chats to analyze results and determine students' needs and adjust instruction, when needed

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Core Textbook Quizzes/Tests, District created chapter pre/posttests, and Interim Assessments Summative: 2014 Civics EOC

Plan to Monitor Effectiveness of G8.B1.S1

will analyze data from the Civic Core Textbook Quizzes/Tests, District created chapter pre/posttests, and Interim Assessments and adjust instruction as needed.

Person or Persons Responsible

SBLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative: Core Textbook Quizzes/Tests, District created chapter pre/posttests, and Interim Assessments Summative: 2014 Civics EOC

G9. Identify elementary students early to provide intervention for attendance, behavior, and academics.

G9.B1 The results of the 2012-2013 Early Warning System indicate that 14% of students missed 10% or more of available instructional time. Our goal for the 2013-2014 school year is to decrease the percentage of students who missed 10% or more of available instructional time by 1% to 13%.

G9.B1.S1 Identify and refer students who may be developing a pattern of truancy to Attendance Review Committee (ARC) for intervention.

Action Step 1

Students with 5 unexcused absences, teacher will call home. At 10 unexcused absences a letter will be sent home for a parent conference. If unsuccessful, then a home visit will be conducted.

Person or Persons Responsible

Attendance Review Committee (ARC)

Target Dates or Schedule

Ongoing

Evidence of Completion

ARC Meeting Letters

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

Quarterly review of student attendance records

Person or Persons Responsible

ARC

Target Dates or Schedule

Ongoing

Evidence of Completion

ARC Meeting Reports

Plan to Monitor Effectiveness of G9.B1.S1

Student attendance rate.

Person or Persons Responsible

ARC

Target Dates or Schedule

Ongoing

Evidence of Completion

COGNOS Attendance Records

G9.B2 The results of the 2012-2013 Early Warning System indicate that 10% of students in grades pre-kindergarten through grade 5 are retained. Our goal for the 2013-2014 school year is to decrease the percentage of students who are retained by 1% to 9%.

G9.B2.S1 Provide struggling students with tutoring opportunities.

Action Step 1

If course is failed, schedule students for recovery courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student retention rate.

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

Professional Development and walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student retention rate

Plan to Monitor Effectiveness of G9.B2.S1

Monthly student performance reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments and FCAT 2.0

G9.B3 The results of the 2012-2013 Early Warning System indicate that 64% of students are not proficient in reading by grade 3. Our goal for the 2013-2014 school year is to decrease the percentage of students who are not proficient in reading by grade 3 by 6% to 58%.

G9.B3.S1 Students will be placed in MTSS Tiered intervention

Action Step 1

Students will receive 30 minutes of intervention per day using Success Maker technology program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Usage reports

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

Instructional Coaches review student performance reports

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Usage reports

Plan to Monitor Effectiveness of G9.B3.S1

FAIR reports will indicate student progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quarterly FAIR reports

G9.B4 The results of the 2012-2013 Early Warning System indicate that 13% of students receive 2 or more behavior referrals. Our goal for the 2013-2014 school year is to decrease the percentage of students who receive 2 or more behavior referrals by 1% to 12%.

G9.B4.S1 Reward students monthly for demonstrating good character traits and use progressive discipline.

Action Step 1

Create an Alternative to Suspension Discipline Plan and meet with faculty to explain discipline plan with rewards and consequences.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Cognos Quarterly suspension reports.

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

Keep record of all incidences and progressive discipline actions taken and rewards.

Person or Persons Responsible

Administration and Dean of Discipline

Target Dates or Schedule

Ongoing

Evidence of Completion

Student SCM history and discipline logs

Plan to Monitor Effectiveness of G9.B4.S1

Track number of Student Case Management forms (SCMs)

Person or Persons Responsible

Dean of Discipline and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Cognos Quarterly suspension reports.

G10. Identify secondary students early to provide intervention for attendance and academics.

G10.B1 The results of the 2012-2013 Early Warning System indicate that 14% of students missed 10% or more of available instructional time. Our goal for the 2013-2014 school year is to decrease the percentage of students who missed 10% or more of available instructional time by 1% to 13%.

G10.B1.S1 Identify and refer students who may be developing a pattern of truancy to Attendance Review Committee (ARC) for intervention.

Action Step 1

Students with 5 unexcused absences, teacher will call home. At 10 unexcused absences, a letter will be sent home for a parent conference. If unsuccessful, then a home visit will be conducted.

Person or Persons Responsible

Attendance review Committee (ARC)

Target Dates or Schedule

Ongoing

Evidence of Completion

ARC Meeting Letters

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

Quarterly review of student attendance records.

Person or Persons Responsible

ARC

Target Dates or Schedule

Ongoing

Evidence of Completion

ARC Meeting Reports

Plan to Monitor Effectiveness of G10.B1.S1

Student attendance rate.

Person or Persons Responsible

ARC

Target Dates or Schedule

Ongoing

Evidence of Completion

COFNOS Attendance Reports

G10.B2 The results of the 2012-2013 Early Warning System indicate that 5% of students fail two or more courses in any subject in grades 6-8. Our goal for the 2013-2014 school year is to decrease the percentage of students who fail two or more courses in any subject in grades 6-8 by 1% to 4%.

G10.B2.S1 Provide struggling students with tutoring opportunities.

Action Step 1

Create an after-school tutoring schedule to assist students in tested areas.

Person or Persons Responsible

Hourly Teacher

Target Dates or Schedule

November 2012-April 2013

Evidence of Completion

Tutoring schedule

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

A monthly assessment will be administered.

Person or Persons Responsible

Tutoring teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Data of monthly assessment.

Plan to Monitor Effectiveness of G10.B2.S1

Teachers will analyze assessment data to identify and address student weaknesses.

Person or Persons Responsible

Tutoring Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data reports

G10.B3 The results of the 2012-2013 Early Warning System indicate that 6% of students receive one or more behavior referrals that lead to suspension. Our goal for the 2013-2014 school year is to decrease the percentage of students who receive one or more behavior referrals that lead to suspension by 1% to 5%.

G10.B3.S1 Implement progressive discipline

Action Step 1

Create an Alternative to Suspension Discipline Plan and meet with faculty to share.

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of school year.

Evidence of Completion

Quarterly Suspension Reports

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Keep record of all incidences and progressive discipline actions taken

Person or Persons Responsible

Administration and Dean of Discipline

Target Dates or Schedule

Ongoing

Evidence of Completion

Student SCM history and discipline logs

Plan to Monitor Effectiveness of G10.B3.S1

Track numbers of Student Case Management Referrals (SCMs)

Person or Persons Responsible

Administration and Dean of Discipline

Target Dates or Schedule

Ongoing

Evidence of Completion

Quarterly Suspension Reports

Coordination and Integration

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

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

Title I, Part A

Gateway Environmental K-8 Learning Center provides services to ensure students requiring additional remediation are assisted through extended learning opportunities, such as after-school programs, Saturday Academy or summer school. Instructional Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of English Language Learners.

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Violence Prevention Programs

Staff is trained in District bullying policy procedures. Students are trained to identify and react to bullying situations. Anti-bullying awareness activities are implemented school-wide and in the classroom by guidance counselors along with conflict resolution strategies.

Nutrition Programs

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.

Career and Technical Education

Secondary students are seen on an individual basis by the Academic Adviser at least one time per year to discuss current coursework and future academics. Career Day will be hosted for all grade levels.

Job Training

Students in the secondary level have the option to take a course through Florida Virtual Schools (FLVS) in the school's Virtual Learning Lab (VLL). Two courses offered are Career Research & Decision Making, and Business Keyboarding. These two courses help students make connections to their future and their current course work.

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 of the 2013 FCAT 2.0 Reading indicate that 49% of students achieved proficiency by scoring a Level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 11 percentage points to 60%.

G1.B1 The area of deficiency for the Black, Hispanic, White, ELL, and ED subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text. Results of the 2013 FCAT 2.0 Reading indicate that 40% of students in the Black subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the Black subgroup by 17 percentage points to 57%. Results of the 2013 FCAT 2.0 Reading indicate that 53% of students in the Hispanic subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the Hispanic subgroup by 8 percentage points to 61%. Results of the 2013 FCAT 2.0 Reading indicate that 59% of students in the White subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the White subgroup by 13 percentage points to 72%. Results of the 2013 FCAT 2.0 Reading indicate that 34% of students in the ELL subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the ELL subgroup by 23 percentage points to 51%. Results of the 2013 FCAT 2.0 Reading indicate that 45% of students in the SWD subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the SWD subgroup by 4 percentage points to 49%. Results of the 2013 FCAT 2.0 Reading indicate that 46% of students in the ED subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase satisfactory progress of students in the ED subgroup by 13 percentage points to 59%.

G1.B1.S1 Students should practice using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.

PD Opportunity 1

will model connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Facilitator

Instructional Coaches

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests District computer assisted programs, and Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0

G1.B5 Results of the 2013 FCAT 2.0 Reading indicate that 63% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 4 percentage points to 67%. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

G1.B5.S1 Teachers should utilize assessment data to formulate student groups for small-group, skill-based instruction.

PD Opportunity 1

will hold data chat conversations with their students.

Facilitator

Reading Coaches

Participants

Reading and Language Arts Teachers

Target Dates or Schedule

After each major assessment

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments
Summative Assessments – Results for the 2014 FCAT 2.0

G1.B6 Results of the 2013 FCAT 2.0 Reading indicate that 67% of students in the lowest 25% quartile made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students from the lowest 25% quartile making learning gains by 3 percentage points to 70%. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

G1.B6.S1 Teachers should utilize assessment data to regroup students for small-group, skill-based instruction.

PD Opportunity 1

will analyze data and use information gathered for small-group implementation.

Facilitator

Administration and Reading Coaches

Participants

Reading and Language Arts Teachers

Target Dates or Schedule

After each quarterly assessment

Evidence of Completion

Formative Assessments – Grades 3-5 McGraw-Hill Reading Wonders Series Quizzes/Tests, District computer assisted programs, and Interim Assessments Grades 6-8 McDougal Littell Literature Series Quizzes/Tests, District computer assisted programs, and Interim Assessments
Summative Assessments – Results for the 2014 FCAT 2.0

G3. Results of the 2013 FCAT 2.0 Mathematics indicate that 51% of all students made satisfactory progress. Our goal for the 2013-2014 school year is to increase the percentage of students making satisfactory progress by 3 percentage points to 54%.

G3.B1 Results of the 2013 FCAT 2.0 Mathematics indicate that 35% of students in the SWD subgroup made satisfactory progress. Our goal for the 2013-2014 school year is to increase the percentage of students in the SWD subgroup making satisfactory progress by 10 percentage points to 45%.

G3.B1.S1 Student data chats will be conducted with the SWD subgroup in order to monitor progress.

PD Opportunity 1

will conduct student data chats after each Interim Assessment and allow students to monitor their own data after each classroom assessment.

Facilitator

Instructional Coaches and Administration

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment.

G3.B5 Results of the 2013 FCAT 2.0 Mathematics indicate that 67% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 3 percentage points to 70%.

G3.B5.S1 Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities.

PD Opportunity 1

will provide intervention and enrichment activities through differentiated instruction.

Facilitator

Math Coach

Participants

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments will be used as a formative assessment and the 2014 FCAT 2.0 will be used as a summative assessment.

G5. Results of the 2013 FCAT 2.0 Grade 5 Science indicate that 19% (34) of students achieved proficiency by scoring a Level 3. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 24%.

G5.B1 Results of the 2013 FCAT 2.0 Science indicate that 19% of grade 5 students achieved proficiency by scoring a Level 3. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 24%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science was the Nature of Science due to limited number of scientific lab experiences and technology.

G5.B1.S1 Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during inquiry-based lab activities. Interactive science Journals/Notebooks will be utilized weekly in order to encourage reflection of science labs, as well as learning and positive attitudes towards science that will expand science laboratory experiences.

PD Opportunity 1

Students will be given ample opportunities (i.e. Classroom investigations and school STEM Family Night Fair) to pose real world questions, find resources for research, interpret information and report findings on a regular basis via the implementation of regular inquiry-based learning laboratory activities.

Facilitator

Science Liaison

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science teachers will utilize a variety of formative and summative assessments that will provide evidence of learning process and teaching effectiveness throughout the school year.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G5.	Results of the 2013 FCAT 2.0 Grade 5 Science indicate that 19% (34) of students achieved proficiency by scoring a Level 3. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 24%.	\$3,000
G7.	The goal for the 2013-2014 school year is to increase the number of students enrolled in Career and Technical Education (CTE) programs.	\$2,000
G9.	Identify elementary students early to provide intervention for attendance, behavior, and academics.	\$500
Total		\$5,500

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Materials	Technology	Other
Total	\$5,500	\$3,000	\$2,000	\$500
EESAC	\$3,000	\$5,500	\$2,000	\$500

Budget Details

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

G5. Results of the 2013 FCAT 2.0 Grade 5 Science indicate that 19% (34) of students achieved proficiency by scoring a Level 3. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 24%.

G5.B1 Results of the 2013 FCAT 2.0 Science indicate that 19% of grade 5 students achieved proficiency by scoring a Level 3. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 24%. The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Science was the Nature of Science due to limited number of scientific lab experiences and technology.

G5.B1.S1 Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during inquiry-based lab activities. Interactive science Journals/Notebooks will be utilized weekly in order to encourage reflection of science labs, as well as learning and positive attitudes towards science that will expand science laboratory experiences.

Action Step 1

Students will be given ample opportunities (i.e. Classroom investigations and school STEM Family Night Fair) to pose real world questions, find resources for research, interpret information and report findings on a regular basis via the implementation of regular inquiry-based learning laboratory activities.

Resource Type

Evidence-Based Materials

Resource

Stock and replenish materials and equipment needed so that students can perform weekly scientific experiments and investigations.

Funding Source

EESAC

Amount Needed

\$3,000

G7. The goal for the 2013-2014 school year is to increase the number of students enrolled in Career and Technical Education (CTE) programs.

G7.B1 The goal for the 2013-2014 school year is to increase the number of students enrolled in Career and Technical Education (CTE) programs.

G7.B1.S1 CTE courses will be offered to secondary students through Florida Virtual Schools (FLVS) and robotics.

Action Step 1

Students in the secondary level have the option to take robotics and/or a course through Florida Virtual Schools (FLVS) in the school's Virtual Learning Lab (VLL) for Keyboarding or Career Research and Decision Making.

Resource Type

Technology

Resource

Invest in purchasing robotic materials for robotics class and pay for competition fees and field trips.

Funding Source

EESAC

Amount Needed

\$2,000

G9. Identify elementary students early to provide intervention for attendance, behavior, and academics.

G9.B4 The results of the 2012-2013 Early Warning System indicate that 13% of students receive 2 or more behavior referrals. Our goal for the 2013-2014 school year is to decrease the percentage of students who receive 2 or more behavior referrals by 1% to 12%.

G9.B4.S1 Reward students monthly for demonstrating good character traits and use progressive discipline.

Action Step 1

Create an Alternative to Suspension Discipline Plan and meet with faculty to explain discipline plan with rewards and consequences.

Resource Type

Other

Resource

Reward students who demonstrate good character traits as a proactive measure to discipline. Purchase treats and certificates for the ceremony.

Funding Source

EESAC

Amount Needed

\$500