



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Coral Gables Preparatory Academy

105 MINORCA AVE

Coral Gables, FL 33134

305-448-1731

<http://gablese.dadeschools.net/>

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
41%

Alternative/ESE Center
No

Charter School
No

Minority Rate
86%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

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

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

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

Table of Contents

| | |
|---|------------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Part I: Current School Status | 6 |
| Part II: Expected Improvements | 22 |
| Goals Summary | 30 |
| Goals Detail | 30 |
| Action Plan for Improvement | 42 |
| Part III: Coordination and Integration | 110 |
| Appendix 1: Professional Development Plan to Support Goals | 111 |
| Appendix 2: Budget to Support Goals | 118 |

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

Coral Gables Preparatory Academy

Principal

Graciela Cerra

School Advisory Council chair

Jill Gonzalez

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

| Name | Title |
|------------------------|------------------------------------|
| Cheli Cerra | Principal |
| Carlos Martinez | Assistant Principal |
| Aylin Mendiola | Assistant Pricipal |
| Jill Gonzalez | EESAC Chairperson/Int. Chairperson |
| Lali Gonzalez | Primary Chairperson |
| Ana del Cerro | MLC Counselor |
| Yanet Napoles Quintero | SPED Chairperson |
| Grissel Niebla | ELL Chairperson |
| Trey Stewart | MLC Chairperosn |
| Grace Piedra | Reading Contact |
| Milene del Rio | Media Specialist |

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the ESSAC members are not employed by the school district. The ESSAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. (Principal -1, UTD steward – 1, Teachers – 5,

Alternate Teachers-1, Parents – 5, Alternate Parents-2, Educational Support-1,Alternate Educational Support-1, Student – 1, Alternate Student – 1, BCR – 3

Involvement of the SAC in the development of the SIP

The Coral Gables Preparatory Academy Educational Excellence School Advisory Council (EESAC) has a defined vision and goals for student achievement. The EESAC is dedicated to strengthening student achievement and school wide success. In fact, one of the EESAC’s primary goals is to develop, implement, and monitor the SIP goals and to assist in assuring all objectives and action steps are achieved. After carefully reviewing last year’s data, it is the recommendation of the EESAC to continue strengthening our reading, mathematics, writing, and science programs along with increasing parental tutorial program involvement.

Activities of the SAC for the upcoming school year

The EESAC meets monthly as per state and district guidelines to monitor school wide decisions which affect instruction and delivery of programs and to foster an environment of professional collaboration among the educational stakeholders of the school.

The EESAC also provides recommendations related to technology, safety, staffing and student support services as well as discipline, attendance, and instructional materials. The members of the EESAC receive annual school-site budget training and uses consensus along with faculty and staff input to determine how the designated funds will be expended. School wide implementation of the state adopted district textbooks and supplementary materials and resources will be utilized to supplement and enhance the curriculum. The EESAC continues to seek outside support and enhancements from Dade Partners and Community Members.

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

Hourly Security Monitors to assist and maintain a safe environment for all school stakeholders.

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

NA

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Graciela Cerra

Principal

Years as Administrator: 18

Years at Current School: 11

Credentials

Bachelor of Science in Elementary Ed
 Masters in Computer Science
 Certification in Educational Leadership

Performance Record

2013 –A- School Grade
 Rdg. Proficiency, 86%
 Math Proficiency, 75%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% -
 65 points
 Math Imp. of Lowest 25% -
 75 points
 Rdg. AMO –Yes
 Math AMO–No
 2012 – A-School Grade
 Rdg. Proficiency, 85%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 87 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% -
 85 points
 Math Imp. of Lowest 25% -
 57 points
 Rdg. AMO –Yes
 Math AMO–No
 2011 –A- School Grade
 Rdg. Proficiency, 93%
 Math Proficiency, 90%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% -
 84 points
 Math Imp. of Lowest 25% -
 81 points
 2010 –A- School Grade
 Rdg. Proficiency, 95%
 Math Proficiency, 93%
 Rdg. Lrg. Gains, 74 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% -
 65 points
 Math Imp. of Lowest 25% -
 74 points
 2009 – A-School Grade
 Rdg. Proficiency, 93%
 Math Proficiency, 93%
 Rdg. Lrg. Gains, 80 points

Math Lrg. Gains, 75 points
Rdg. Imp. of Lowest 25% -
85 points
Math Imp. of Lowest 25% -
80 points

Aylin R. Mendiola

Asst Principal

Years as Administrator: 21

Years at Current School: 18

Credentials

Bachelor of Science in Elementary/Bilingual Ed.
Masters in Educational Leadership

Performance Record

2013 –A- School Grade
Rdg. Proficiency, 86%
Math Proficiency, 75%
Rdg. Lrg. Gains, 77 points
Math Lrg. Gains, 71 points
Rdg. Imp. of Lowest 25% -
65 points
Math Imp. of Lowest 25% -
75 points
Rdg. AMO –Yes
Math AMO–No
2012 – A-School Grade
Rdg. Proficiency, 85%
Math Proficiency, 78%
Rdg. Lrg. Gains, 87 points
Math Lrg. Gains, 76 points
Rdg. Imp. of Lowest 25% -
85 points
Math Imp. of Lowest 25% -
57 points
Rdg. AMO –Yes
Math AMO–YES
2011 –A- School Grade
Rdg. Proficiency, 93%
Math Proficiency, 90%
Rdg. Lrg. Gains, 71 points
Math Lrg. Gains, 73 points
Rdg. Imp. of Lowest 25% -
84 points
Math Imp. of Lowest 25% -
81 points
2010 –A- School Grade
Rdg. Proficiency, 95%
Math Proficiency, 93%
Rdg. Lrg. Gains, 74 points
Math Lrg. Gains, 72 points
Rdg. Imp. of Lowest 25% -
65 points
Math Imp. of Lowest 25% -
74 points
2009 – A-School Grade
Rdg. Proficiency, 93%
Math Proficiency, 93%
Rdg. Lrg. Gains, 80 points
Math Lrg. Gains, 75 points

Rdg. Imp. of Lowest 25% -
85 points
Math Imp. of Lowest 25% -
80 points

Carlos M. Martinez

Asst Principal

Years as Administrator: 9

Years at Current School: 2

Credentials

Bachelor of Science in Secondary Education
Masters in Educational
Leadership

Performance Record

2013 –A- School Grade
Rdg. Proficiency, 86%
Math Proficiency, 75%
Rdg. Lrg. Gains, 77 points
Math Lrg. Gains, 71 points
Rdg. Imp. of Lowest 25% -
65 points
Math Imp. of Lowest 25% -
75 points
Rdg. AMO –Yes
Math AMO–No
2012 – A-School Grade
Rdg. Proficiency, 85%
Math Proficiency, 78%
Rdg. Lrg. Gains, 87 points
Math Lrg. Gains, 76 points
Rdg. Imp. of Lowest 25% -
85 points
Math Imp. of Lowest 25% -
57 points
Rdg. AMO –Yes
Math AMO–No
2011 –C- School Grade
Rdg. Proficiency, 52%
Math Proficiency, 42%
Rdg. Lrg. Gains, 57 points
Math Lrg. Gains, 56 points
Rdg. Imp. of Lowest 25% -
68 points
Math Imp. of Lowest 25% -
65 points
2010 –C- School Grade
Rdg. Proficiency, 56%
Math Proficiency, 51%
Rdg. Lrg. Gains, 63 points
Math Lrg. Gains, 62 points
Rdg. Imp. of Lowest 25% -
7 points
Math Imp. of Lowest 25% -
67 points
2009 – C-School Grade
Rdg. Proficiency, 49%
Math Proficiency, 47%
Rdg. Lrg. Gains, 25 points

Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% -
 70 points
 Math Imp. of Lowest 67% -
 80 points

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

NA

Part-time / District-based

Years as Coach: 0

Years at Current School: 0

Areas

[none selected]

Credentials

NA

Performance Record

NA

Classroom Teachers

of classroom teachers

52

receiving effective rating or higher

52, 100%

Highly Qualified Teachers

71%

certified in-field

37, 71%

ESOL endorsed

32, 62%

reading endorsed

5, 10%

with advanced degrees

23, 44%

National Board Certified

7, 13%

first-year teachers

0, 0%

with 1-5 years of experience

3, 6%

with 6-14 years of experience

28, 54%

with 15 or more years of experience

21, 40%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Newly hired teachers will be provided a mentor teacher within their subject area and/or grade level.
(Principal, Assistant Principals)
2. Observations of and by highly qualified teachers to strengthen new teachers' teaching skills.
(Principal, Assistant Principals)
3. Professional Development will be scheduled and implemented at the school site to expand teaching, academic and leadership skills for the entire faculty.
(Principal, Assistant Principals)
4. Weekly grade level meetings and monthly MTSS/ Rtl meetings including vertical planning and common planning time for all grade levels.
(Principal, Assistant Principals, Grade Level Chairs, Department Chair, Counselor, School Psychologist)

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

Experienced teachers are placed with new to the grade/department teachers so that mentor teachers can guide, assist, plan and work together.

Lilium Padron-K

Sylvia Torres-2nd- Gina Varela-2nd EFL-Veteran Teacher

Bryan McFarland-SS-Cristina Colon-New to school SS Teacher

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

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

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

Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

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

The MTSS/Rtl Leadership Team at Coral Gables Preparatory Academy consists of: Principal –Ms. Cheli Cerra-Provides a common vision for the use of data based decision-making, ensures that the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documents school-based MTSS/Rtl plans and activities.

Assistant Principals-Mr. Carlos Martinez and Ms. Aylin Mendiola-Assist the Principal in providing a common vision for the use of data-based decision making and help to ensure that the school-based team is implementing MTSS/Rtl. Along with the Principal, they conduct assessment of MTSS/Rtl skills of school staff and aid in the implementation of intervention support and documentation. Collaborate with the Principal to ensure adequate professional development to support the MTSS/Rtl implementation and assist in parent communication regarding school-based Rtl plans and activities.

Grade Level/ Department Chairpersons-Ms. Lourdes Valdes, Ms. Sophia Ablanedo, Ms. Sylvia Torres, Ms.Lali Gonzalez, Ms. Barbie Calvino, Ms. Jill Gonzalez, Mr. Trey Stewart, Ms. Kim Brown, Ms. Ali Martinez, and Ms. Erica de los Rios provide information about core instruction, participate in student data collection, deliver Tier 1 instruction, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities in their respective grade levels.

Special Education Chairperson-Ms. Yanet Napoles Quintero- participates in student data collection, integrates core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers about consultative students.

ELL Chairperson-Ms. Grissel Niebla- provides information about ELL instruction, participates in student data collection, delivers Tier 1/ELL instruction/intervention, collaborates with other staff to implement Tier 2/ELL interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities pertaining to ELL instruction.

School Social Worker-Ms. Bridgette Sharpton- meets with parents to complete the Family Background Screening forms, provides intervention with individual counseling and community resources. Social Work is the one of links between home and school.

School Counselors-Ms. Cibeles Valdes-Diaz and Ms. Ana del Cerro- provide quality services and expertise to faculty, staff, and parents on intervention with individual students regarding the student's academic, emotional, behavioral, and social success.

School Psychologist-Ms. Tara Calvani- provides quality services and expertise to faculty, staff and parents on intervention with individual students regarding the student's academic, emotional, behavioral, and social success.

Educational Excellence School Advisory Council (EESAC) Chair-Ms. Jill Gonzalez- disburses information to parents, faculty, and community members.

UTD Steward-Ms. Ana del Cerro- collaborates with the administrative team to gather pertinent information and disseminate to faculty and staff members in a timely manner.

The MTSS/Rtl Leadership Team will meet monthly to discuss items including monthly test data, at risk,

bubble students and /or students needing enrichment, professional development, tutorial programs, and any opportunities that will help increase student achievement to meet school success and implement the School Improvement Plan. The MTSS/Rtl Leadership team will also meet with grade levels to strengthen and tailor the instructional focus and to target all groups of students including the lowest performing students as well as reporting categories needing focus to help increase student achievement, meet school success, and implement the School Improvement Plan.

The MTSS/Rtl Leadership Team will meet with the Grade Level Chairs, the faculty, staff, and EESAC to review the prior year's SIP, progress made, adjustments needed, and possible SIP goals, objectives, and strategies for the upcoming school year. Based on the information provided by all stakeholders, a SIP Team will be selected to develop the SIP. The team will meet monthly to discuss items including monthly test data, at risk, bubble students and /or students needing enrichment, professional development, tutorial programs, and any opportunities that will help increase student achievement to meet school success and implement the School Improvement Plan. The MTSS/Rtl Leadership team will also meet with grade levels to strengthen and tailor the instructional focus and to target all groups of students including the lowest performing students as well as reporting categories needing focus to help increase student achievement, meet school success, and implement the School Improvement Plan.

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

The MTSS/Rtl Leadership Team will meet with the Grade Level Chairs, the faculty, staff, and ESSAC to review the prior year's SIP, progress made, adjustments needed, and possible SIP goals, objectives, and strategies for the upcoming school year. Based on the information provided by all stakeholders, a SIP Team will be selected to develop the SIP. The team will meet monthly to discuss items including monthly test data, at risk, bubble students and /or students needing enrichment, professional development, tutorial programs, and any opportunities that will help increase student achievement to meet school success and implement the School Improvement Plan. The MTSS/Rtl Leadership team will also meet with grade levels to strengthen and tailor the instructional focus and to target all groups of students including the lowest performing students as well as reporting categories needing focus to help increase student achievement, meet school success, and implement the School Improvement Plan.

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

Data will be used to guide instructional decisions and system procedures for all students. interventions Managed data will include:

Academic:

- FAIR assessments
- Interim assessments
- State / District Reading, Math, Science, and Writing assessments
- FCAT 2.0 Reading, Math, Science and Writing
- Student grades
- School site specific assessments
- Edusoft Reports

Behavior:

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context

- Office referrals per day / per month
- School climate surveys
- Attendance

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

Based upon the information from <http://www.florida-rti.org> but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently

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: 900

Instruction in core academic subjects is provided during after school tutoring sessions. Tutoring is available to all students in 3rd-4th grades beginning in January through April on Wednesday afternoons.

Enrichment activities including Math Club, Geography Club, Chorus, History Club, Art Club, Drama Club, and Journalism Club are provided once a week. Teacher collaboration and planning occur on a daily basis. Professional Development including in-house workshops and districtwide workshops are encouraged in all subject areas for all teachers.

Strategy Purpose(s)

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

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

Data including District Benchmark Assessments, FCAT 2.0 results, student grades, teacher lesson plans, student work folders and Districtwide contest results are reviewed and monitored.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, Grade Level Chairs and Club Sponsors

Literacy Leadership Team (LLT)

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

| Name | Title |
|------------------------|----------------------------------|
| Cheli Cerra | Principal |
| Aylin R. Mendiola | Assistant Principal (Elementary) |
| Carlos M. Martinez | Assistant Principal (MLC) |
| Adelaida Gonzalez | Primary Grade Chair |
| Jill Gonzalez | Intermediate Grade Chair |
| Yanet Napoles-Quintero | SPED Chair |
| Grissel Niebla | ELL Chair |
| Milene del Rio | Media Specialist |
| Alicia C. Martinez | Content Area Teacher |
| Elena Veloso | Content Area Teacher |
| Ana del Cerro | UTD Steward |

How the school-based LLT functions

The Literacy Leadership Team (LLT) at Coral Gables Preparatory Academy consists of:
Principal - Provides a common vision for the use of data based decision-making, ensures that the

school-based team is monitoring and implementing the Comprehensive Research-based Reading Plan(CRRP), Comprehensive Core Reading Program (CCRP), Supplemental Intervention Reading Program (SIRP), the Comprehensive Intervention Reading Program (CIRP), and appropriate assessments are conducted in a timely manner as mandated by the district and the state. The principal will also ensure implementation of district educational technology programs are utilized appropriately and adequate professional development is provided to support the CRRP implementation.

Assistant Principals: Assist the Principal in monitoring and ensuring the proper implementation of the CRRP school wide. With the support of all team members, the Assistant Principals will review school wide data to provide accurate differentiated instruction, skills, and strategies for making data-driven instructional decisions with faculty following all District wide testing including FAIR assessments. Will provide information and support to the faculty on Literacy topics including pertinent professional development, the new pacing guides, and the Next Generation Sunshine State Standards and Common Core State Standards. Will also provide on site support of the fidelity of the implementation of the CRRP, as well as supplemental reading materials.

Primary/Intermediate Chairpersons: Primary Grade Chair and Intermediate Grade Chair will provide information about core instruction and the use of appropriate CRRP instructional materials, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities in their respective grade levels.

Special Education Chairperson: Participates in student data collection, integrates CCRP core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers about consultative students.

ELL Chairperson: Provides information about ELL CRRP instruction, participates in student data collection, delivers Tier 1/ELL instruction/intervention, collaborates with other staff to implement Tier 2/ ELL interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities pertaining to ELL instruction.

Media Specialist: Assists the Principal in monitoring and ensuring the proper implementation of the CRRP school wide.

Content Area Teachers: Participate in student data collection, and collaborates with general education teachers to ensure the proper implementation of the CRRP school wide.

UTD Steward: Collaborates with the administrative team to gather pertinent information and disseminate to faculty and staff members in a timely manner.

The Principal and Leadership Team will meet with teachers and designated staff either during weekly meetings, or one on one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student work will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. These documents will be utilized to guide the process of teaching, assessing, re-teaching, and re-assessing. The Leadership Team members will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. They will also help with the process of grading, recording, and charting student scores.

Major initiatives of the LLT

Data analysis of all district wide and state assessments will ensure proper implementation of differentiated instruction, intervention and enhancement. Furthermore, monitoring and assisting with the proper implementation of the Common Core, pacing guides and the Next Generation Sunshine State Standards will be paramount to making gains in the 2013-2014 school year.

Every Teacher Contributes to Reading Instruction

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

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable professional development. The Literacy Leadership Team, including the administration, monitors the implementation of school wide literacy strategies across the curriculum.

- All teachers will contribute to their students' reading improvement by implementing the Comprehensive Research-based Reading Plan(CRRP).
- Through the use of data, ensure the implementation of differentiated instruction in all classroom settings.
- Provide professional development opportunities in reading across the curriculum and the necessary support to assist the teachers.
- Ensure all classes implement interactive word walls to expand vocabulary to further increase comprehension.
- Involve content area classes to assist with informational text/research process by incorporating text features and graphic organizers.

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

To ensure a smooth transition into kindergarten, the Pre-K teacher articulates regularly with the kindergarten teachers and the Pre-K students have various opportunities to participate in activities with the Kindergarten students. Screening tools will be administrated at the beginning, mid-year and at the end of the year in order to determine student learning gains and the need for changes to the instructional/intervention programs.

A Spring Tea Orientation is held yearly-February 28, 2013 to welcome prospective parents and students to the school. Additionally, all incoming kindergarten parents and students were invited to attend an informative Orientation on August 16, 2013. Open House was held on August 28, 2013. Through these activities, parents and children will gain familiarity with kindergarten as well as receive information related to the matriculation of students at the school. Students have many opportunities throughout the year to participate in Kindergarten activities and collaborate and team up with kindergarten students. Furthermore, a myriad of parental involvement activities and special events are held throughout the school year including the Halloween Parade, the Halloween Carnival, Family Fun Day, Ronald McDonald Reading Challenge, and Pajama Reading Night that are designed to support the Pre-k students as they transition into their new role as full-time kindergarten students. The principal/assistant principals will also meet with the center directors of neighborhood centers.

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

NA

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

NA

Strategies for improving student readiness for the public postsecondary level

NA

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 | 85% | 86% | Yes | 87% |
| American Indian | | 0% | | |
| Asian | | 0% | | |
| Black/African American | | 0% | | |
| Hispanic | 83% | 84% | Yes | 84% |
| White | 92% | 90% | No | 93% |
| English language learners | 73% | 67% | No | 76% |
| Students with disabilities | 54% | 59% | Yes | 59% |
| Economically disadvantaged | 73% | 79% | Yes | 76% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 132 | 26% | 27% |
| Students scoring at or above Achievement Level 4 | 298 | 59% | 60% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | | 77% | 79% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 65% | 69% |

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) | 68 | 65% | 69% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 45 | 42% | 48% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 36 | 33% | 40% |

Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|-------------------------------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | [data excluded for privacy reasons] | 0% |

Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|-------------------------------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 132 | 87% | 88% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | [data excluded for privacy reasons] | 0% |

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 83% | 75% | No | 84% |
| American Indian | | 0% | | |
| Asian | | 0% | | |
| Black/African American | | 0% | | |
| Hispanic | 80% | 74% | No | 82% |
| White | 90% | 79% | No | 91% |
| English language learners | 63% | 65% | Yes | 66% |
| Students with disabilities | 50% | 47% | No | 55% |
| Economically disadvantaged | 69% | 63% | No | 72% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 109 | 26% | 34% |
| Students scoring at or above Achievement Level 4 | 196 | 47% | 50% |

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 | | 71% | 74% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | | 58% | 62% |

Middle School Acceleration

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Middle school participation in high school EOC and industry certifications | | 94% | 95% |
| Middle school performance on high school EOC and industry certifications | | 88% | 89% |

High School Mathematics

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 83% | | No | 84% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | | | | |
| Hispanic | 80% | | No | 82% |
| White | 90% | | No | 91% |
| English language learners | 63% | | No | 66% |
| Students with disabilities | 50% | | No | 55% |
| Economically disadvantaged | 69% | | No | 72% |

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

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students making learning gains (EOC and FAA) | | | |
| Students in lowest 25% making learning gains (EOC) | | | |

Algebra I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 29 | 42% | 43% |
| Students scoring at or above Achievement Level 4 | 30 | 43% | 44% |

Geometry End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Achievement Level 3 | [data excluded for privacy reasons] | | 8% |
| Students scoring at or above Achievement Level 4 | 11 | 92% | 92% |

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 | 15 | 17% | 19% |
| Students scoring at or above Achievement Level 4 | 48 | 55% | 56% |

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% |

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 17 | 33% | 35% |
| Students scoring at or above Achievement Level 4 | 22 | 42% | 43% |

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% |

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 | | 5 |
| Participation in STEM-related experiences provided for students | 740 | 100% | 100% |

High Schools

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more <i>accelerated</i> STEM-related courses | 0 | 0% | 0% |
| Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses | | 0% | 0% |
| Students taking one or more advanced placement exams for STEM-related courses | 0 | 0% | 0% |
| CTE-STEM program concentrators | 0 | | 0 |
| Students taking CTE-STEM industry certification exams | 0 | 0% | 0% |
| Passing rate (%) for students who take CTE-STEM industry certification exams | | 0% | 0% |

Area 6: Career and Technical Education (CTE)

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

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

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems**Elementary School Indicators**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 24 | 3% | 2% |
| Students retained, pursuant to s. 1008.25, F.S. | 3 | 1% | 1% |
| Students who are not proficient in reading by third grade | 13 | 14% | 13% |
| Students who receive two or more behavior referrals | 65 | 8% | 7% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 12 | 1% | 1% |

Middle School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 24 | 3% | 2% |
| Students who fail a mathematics course | 7 | 3% | 2% |
| Students who fail an English Language Arts course | 1 | 0% | 0% |
| Students who fail two or more courses in any subject | 3 | 1% | 1% |
| Students who receive two or more behavior referrals | 65 | 8% | 7% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 12 | 1% | 1% |

High School Indicators

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

Graduation

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

Area 9: Parent Involvement

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

Parental involvement targets for the school

Although school volunteer enrollment has historically been high as evidenced through the school volunteer logs and the Golden School Award Recognition for the past twenty-two years, further analysis of data reveals the need for more volunteers to participate in the Volunteer Tutoring programs. Parents going back to work or taking on second jobs are unable to participate in our school on a regular basis during school hours.

The administrative team will maintain agendas, sign-in sheets, schedules, logs and monitor student progress using the FCIM process.

Sign-in sheets, schedules, logs, student formal and informal assessments will serve as evaluation tools.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Provide parents with more opportunities to become school volunteers in volunteer tutorial programs including the Parents Altogether Improve Reading (P.A.I.R.) Tutorial Program, the Kinder-Klub Tutorial Program, and the Kindergarten and First Grade Arts Program | 15 | .02% | .03% |
| Provide strategies for parents to play an integral role in assisting student learning that supports student achievement in reading, writing, and Kindergarten and First Grade art through parent workshops, school website, monthly calendars, Connect-Ed messages, podcasts, and parent meetings. | 300 | 40% | 42% |

Area 10: Additional Targets

Additional targets for the school

NA

Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
| NA | NA | NA% | NA% |

Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading, 86% of students at Coral Gables Preparatory Academy scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 87 % of students to score at Level 3 or above, an increase of one percentage point.
- G2.** On the 2013 FCAT 2.0 Writing, 87% of students at Coral Gables Preparatory Academy scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 88% of students to score at Level 3.5 or above, an increase of one percentage point.
- G3.** On the 2013 FCAT 2.0 Mathematics, 75% of students at Coral Gables Preparatory Academy scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 84% of students to score at Level 3 or above, an increase of nine percentage points.
- G4.** On the 2013 FCAT 2.0 Science, 72% of the 5th graders at CGPA scored at Lev 3 or above and 75% of 8th graders scored at Lev 3 or above. Our goal on the 2014 FCAT 2.0 Science- 75% of 5th graders and 78% of 8th graders to score at Lev 3 or above .
- G5.** Our goal for the 2013-2014 school year is that 95% of students participate in middle school acceleration courses and that 89% of students perform at Level 3 or higher on middle school acceleration courses.
- G6.** The August 2013 Civics Baseline Assessment indicates that 1% of students achieved proficiency. Our goal for the 2013-2104 school year is to increase the percentage of students achieving proficiency on the 2014 Civic EOC .
- G7.** Increase CTE opportunities for students since there are no CTE courses offered at this time due to the K-8 school configuration.
- G8.** Our goal for the 2013-2014 school year is to incorporate the STEM best practices to provide students with preparation needed to participate in STEM courses in the future.
- G9.** Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of instructional time.
- G10.** Our goal for the 2013-2014 school year is to increase the percentage of parents participating in the schoolwide volunteer tutoring programs.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading, 86% of students at Coral Gables Preparatory Academy scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 87 % of students to score at Level 3 or above, an increase of one percentage point.

Targets Supported

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

Resources Available to Support the Goal

- Teachers, Reading Contact, McGraw Hill Literature Series, Reading Plus, Accelerated Reader, Ticket to Read, Tumble Books, SuccessMaker, Florida Achieves-FCAT Explorer and FOCUS, Leveled Libraries, Scholastic News, Time for Kids, Junior Scholastic, Science News for Kids (online access) and Scholastic/ Scope magazines, novels, M-DCPS District Pacing Guides, District Released Common Core Task Cards, Worldly Wise Vocabulary, Florida Center For Reading Research (FCRR) Resources, FLDOE Released Items, and BOOK IT! Pizza Hut Motivational Reading Program.

Targeted Barriers to Achieving the Goal

- The area of deficiency for the ELL and White subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited English language acquisition skills for the ELL subgroup and limited exposure to instructional strategies for the White subgroup. Students struggled with main idea and relevant details.
- The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application. Students need additional practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- The area of deficiency or minimal growth for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literature Analysis-Fiction/Nonfiction. Students will practice reducing textual information to key points so that comparisons can be made across texts; students will also become more familiar with comparing and contrasting in and across a variety of genres.
- As noted on the 2013 administration of the FCAT Reading 2.0 Test, the percent of students making learning gains decreased by 10 percentage points as compared to the 2012 FCAT Reading 2.0 Test. The area of deficiency was Reporting Category 2: Reading Application due to limited time available for students to utilize and incorporate technology into becoming successful readers.
- The area of deficiency for students in the lowest 25% making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited tutoring options. Students need to continue to receive remediation and intervention.
- ELL Students struggled with relating new vocabulary words to familiar words in English when listening and speaking.
- ELL Students struggled with Reading Application including main idea, compare/contrast elements, topics, settings, and characters.
- ELL Students struggled with pre-writing activities including generating ideas from multiple sources and formulating a plan using English acquisition skills.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, ongoing classroom assessments focusing on students' knowledge and review of district Interim Assessment Data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Ongoing, Quarterly

Evidence of Completion:

Formative Assessments –FAIR Assessments, FAIR Assessments, Baseline and Interim Assessments, Review of data including Accelerated Reader, STAR Teacher/Student Reports, and Reading Plus.
Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

G2. On the 2013 FCAT 2.0 Writing, 87% of students at Coral Gables Preparatory Academy scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 88% of students to score at Level 3.5 or above, an increase of one percentage point.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers
- Reading Contact
- Melissa Fourney Wring Program
- District Writing Resources
- McGraw Hill Reading Series
- Writing Journals

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was focus and elaboration. Students need to present detailed evidence, examples, and reasoning to support effective arguments. Students also need to incorporate real life experience into their writing.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted as needed. Focus calendars, lesson plans, student folders, student grades, District Writing Interim Assessments and Pre, Mid, and Post Test Writing results will be reviewed using the FCIM process.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessment – Writing Folders/Journals, District Writing Interim Assessments and Pre/Mid/Post-tests. Summative Assessment – Results of the 2014 FCAT Writing 2.0 Assessment

G3. On the 2013 FCAT 2.0 Mathematics, 75% of students at Coral Gables Preparatory Academy scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 84% of students to score at Level 3 or above, an increase of nine percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Teachers, Houghton Mifflin Go Textbook series, Math Liaison, Think Central, SuccessMaker, Gizmos, Florida Achieves: FOCUS and FCAT Explorer, IXL and NCTM websites, and Countdown to FCAT 2.0 Math

Targeted Barriers to Achieving the Goal

- The Economically Disadvantaged and Students with Disabilities subgroups did not make their 2012-2013 AMO. ED and SWD students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. The area of deficiency as noted on the 2013 FCAT 2.0 mathematics administration was Reporting Category 1: Number: Operations, Problems, and Statistics. Students have limited access to a variety of technological programs.
- The Hispanic and White subgroups did not make their 2012-2013 AMO. Hispanic and White subgroups need multiple opportunities to enhance mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration was Reporting Category 2: Base Ten and Fractions.
- The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Number: Base Ten and Fractions for students in Grades 3-5 and Grades 7 and 8. Additionally, students in Grades 5-8 struggled with Geometry and Measurement. This deficiency is due to limited access to manipulatives for each classroom, limited differentiated instruction implementation, and the transition to the Common Core Standards.
- The area of deficiency for students scoring FCAT Level 4 or above, as noted on the 2013 FCAT 2.0 administration, was Number: Base Ten and Fractions for students in Grades 3-5 and Grades 7 and 8. Additionally, students in Grades 5-8 struggled with Geometry and Measurement. Students need greater access to a variety of technological programs.
- As noted on the 2013 administration of the FCAT Mathematics 2.0 Test, the percent of students making learning gains decreased by 5 percentage points as compared to the 2012 FCAT Mathematics 2.0 Test. The area of deficiency as noted on the 2013 administration of the FCAT was Number: Base Ten and Fractions. There needs to be consistency of intervention strategies and differentiated instruction.
- As noted on the 2013 administration of the FCAT Mathematics 2.0 Test, the percent of students in the lowest 25% making learning gains increased by 1 percentage point as compared to the 2012 FCAT Mathematics 2.0 Test. The area of deficiency as noted on the 2013 administration of the FCAT was Number: Base Ten and Fractions. There needs to be consistency of intervention strategies and differentiated instruction.

- As noted on the 2013 administration of the Algebra and Geometry EOC Exams, the percent of students participating in the Algebra and Geometry EOC tests was 47%. In order to maintain the high level of participation that our school displayed, continued participation is critical.
- As noted on the 2013 administration of the Algebra I End-of-Course Assessment, the percent of students scoring at Level 3 was at 42%. The 2014 Algebra EOC target is to increase by 1% to 43%. The area of deficiency for students scoring at Achievement Level 3 was in the content area of Polynomials.
- As noted on the 2013 administration of the Algebra I End-of-Course Assessment, the percent of students scoring at Level 4 and 5 was at 43%. The 2014 Algebra EOC target is to increase by 1% to 44%. The area of deficiency for students scoring at or above Achievement Level 4 was in the content area of Rationals, Radicals, Quadratics, and Discrete Mathematics.
- As noted on the 2013 administration of the Geometry End-of-Course Assessment, the percent of students scoring at Level 3 was at 8%. The 2014 Geometry EOC target is to maintain at 8%. The area of deficiency for students scoring at Achievement Level 3 was in the content area of Trigonometry and Discrete Mathematics.
- As noted on the 2013 administration of the Geometry End-of-Course Assessment, the percent of students scoring at Level 4 and 5 was at 92%. The 2014 Algebra EOC target is to maintain at 92%. The area of deficiency for students scoring at or above Achievement Level 4 was in the content area of Trigonometry and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Teachers, along with the administrative team, will review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM model.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, student folders, SuccessMaker, Think Central, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

G4. On the 2013 FCAT 2.0 Science, 72% of the 5th graders at CGPA scored at Lev 3 or above and 75% of 8th graders scored at Lev 3 or above. Our goal on the 2014 FCAT 2.0 Science- 75% of 5th graders and 78% of 8th graders to score at Lev 3 or above .

Targets Supported

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

Resources Available to Support the Goal

- Teachers
- Science Liaison
- Gizmos
- SMART Boards
- SCOPE/Scholastic Magazines
- lab kits

Targeted Barriers to Achieving the Goal

- As noted on the 2013 administration of the Grade 5 FCAT Science 2.0 Test, the area of deficiency is in the areas of Physical Science and Life Science. Students have limited exposure to instructional strategies and activities that are linked to increase rigor strategies and activities that are linked to increase rigor through inquiry-based learning in Physical Science and Life Science.
- As noted on the 2013 administration of the Grade 5 FCAT Science 2.0 Test, the area of deficiency among students scoring at or above Achievement Level 4 is in the area of Physical Science. Students have limited exposure to instructional technology and activities, including GIZMOS, Discovery, Versa Tiles, and PBS Learning Media to enhance student conceptual understanding of topics being addressed in Physical Science.
- As noted on the 2013 administration of the Grade 8 FCAT Science 2.0 Test, the area of deficiency is in the areas of Physical Science and Life Science. Students have limited exposure to instructional strategies and activities that are linked to increase rigor strategies. Students have limited exposure to activities that are linked to increase rigor through inquiry-based learning in Physical Science and Life Science.
- As noted on the 2013 administration of the Grade 8 FCAT Science 2.0 Test, the area of deficiency among students scoring at or above Achievement Level 4 is in the area of Physical Science. Students have limited exposure to instructional technology and activities, including GIZMOS, Discovery, and PBS Learning Media to enhance student conceptual understanding of topics being addressed in Physical Science.

Plan to Monitor Progress Toward the Goal

Review District Benchmark Assessments, Monitor data chats, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment using the FCIM process.

Person or Persons Responsible

Administrative Team, Science Contact, Science Department Chairperson

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

G5. Our goal for the 2013-2014 school year is that 95% of students participate in middle school acceleration courses and that 89% of students perform at Level 3 or higher on middle school acceleration courses.

Targets Supported

- Math (Middle School Acceleration)

Resources Available to Support the Goal

- Leadership Team, math and science department chairpersons, school counselor

Targeted Barriers to Achieving the Goal

- Data from the 2012-2013 school year indicates that 88% of students performed at mastery on EOC Assessments related to middle school acceleration courses. There is a need to continue enrichment opportunities for students.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Quizzes, Test, District Interim Assessments

G6. The August 2013 Civics Baseline Assessment indicates that 1% of students achieved proficiency. Our goal for the 2013-2104 school year is to increase the percentage of students achieving proficiency on the 2014 Civic EOC .

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- Text is Florida Civics and Economics
- Ancillary texts, books, and movies i.e. " John Adams"
- Multimedia
- Magazines including Scholastic
- Smart Boards

Targeted Barriers to Achieving the Goal

- The area of deficiency for students as noted on the 2012 District 7th Grade Civics Baseline Assessment was Organization and Function of Government. The transition to the Common Core Standards and the Next Generation Sunshine Standards and students' lack of content knowledge provide a challenge for Level 3 students' success.
- The area of deficiency for students as noted on the 2012 District 7th Grade Civics Baseline Assessment was Organization and Function of Government. Level 4 students need additional support to develop independent projects using research skills.

Plan to Monitor Progress Toward the Goal

The administrative team will monitor that these strategies are implemented and will review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM process.

Person or Persons Responsible

The Administrative Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessment – Monthly assessments including chapter tests, district benchmark assessments, student folders. Summative Assessment - Results of the 2014 Civics End-of-Course Assessment

G7. Increase CTE opportunities for students since there are no CTE courses offered at this time due to the K-8 school configuration.

Targets Supported

- CTE

Resources Available to Support the Goal

- Teachers
- School to Career Curriculum
- Dade Partners-Guest Speakers
- Career Day Guest Speakers

Targeted Barriers to Achieving the Goal

- Time constraints for ensuring CTE standards are integrated and CTE practices are implemented across the curriculum. Students have a lack of understanding of the school to career connection. Dade Partners who will be able to accommodate our students with school to career initiatives need to be identified.

Plan to Monitor Progress Toward the Goal

Assessment – Teacher made tests, 2013-2014 students’ participation with Dade Partners 2013-2014 (KAPOW, Bank of America) or McDonald’s Corporation, Career Day participants’ surveys, student essays

Person or Persons Responsible

The Administrative Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Assessment – Teacher made tests, 2013-2014 students’ participation with Dade Partners -KAPOW-or McDonald’s Corporation, Career Day participants’ surveys, student essays

G8. Our goal for the 2013-2014 school year is to incorporate the STEM best practices to provide students with preparation needed to participate in STEM courses in the future.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Teachers
- Science Textbook(Print) and (Online) Series
- Science Manipulatives
- Math Manipulatives
- Smart Boards

Targeted Barriers to Achieving the Goal

- Time constraints for ensuring STEM standards are integrated and STEM practices are implemented in the classroom during accelerated Science and Mathematics courses. Students have limited exposure to instructional strategies and activities that are linked to increase rigor through inquiry-based learning.

Plan to Monitor Progress Toward the Goal

The STEM team and/or administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

Administrative Team, Math Dept. Chair, Science Dept. Chair, Math and Science Liaisons

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessment - District Benchmark Assessments, Chapter Tests, School Science Fair, student Interactive Notebooks, student folders, and lesson plans. Summative Assessment - Results of the 2014 FCAT Science and Mathematics 2.0 Assessments, 2014 Algebra I and Geometry EOC Assessments, Science Fair projects

G9. Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of instructional time.

Targets Supported

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

Resources Available to Support the Goal

- Counselors
- Truancy Referral Reports
- Attendance Agreements
- Student Case Management Reports
- District Code of Student Conduct
- District Student Progression Plan
- Behavior Contracts
- District Healthy Relationships & Youth Empowerment Morning Announcements

Targeted Barriers to Achieving the Goal

- Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students retained in third grade and students who are non-proficient in reading by third grade, students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that led to suspension.
- Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who miss 10 percent or more of the available instructional time, the number of students who failed a math course, students who failed two or more courses in any subject, along with students who receive two or more behavioral referrals.

Plan to Monitor Progress Toward the Goal

The administrative team will review reports and forms to ensure progress is being made and adjust strategies and interventions as needed using the FCIM process.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance Review Committee Meeting Logs, Quarterly District Attendance Reports, Attendance Agreements, District Truancy Referral Reports, Student Case Management Referral Forms.

G10. Our goal for the 2013-2014 school year is to increase the percentage of parents participating in the schoolwide volunteer tutoring programs.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Teachers
- Volunteer "How To" Kits

Targeted Barriers to Achieving the Goal

- Although school volunteer enrollment has historically been high as evidenced through the school volunteer logs and the Golden School Award Recognition for the past twenty-two years, further analysis of data reveals the need for more volunteers to participate in the Volunteer Tutoring programs. Parents going back to work or taking on second jobs are unable to participate in our school on a regular basis during school hours.

Plan to Monitor Progress Toward the Goal

The administrative team will maintain agendas, sign-in sheets, schedules, volunteer logs and monitor student progress using the FCIM process.

Person or Persons Responsible

Administrative Team, Primary Grade Level Chairs, Reading Contact

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Sign-in sheets, schedules, volunteer logs, monthly calendars, student formal and informal assessments will serve as evaluation tools.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 Reading, 86% of students at Coral Gables Preparatory Academy scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 87 % of students to score at Level 3 or above, an increase of one percentage point.

G1.B1 The area of deficiency for the ELL and White subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited English language acquisition skills for the ELL subgroup and limited exposure to instructional strategies for the White subgroup. Students struggled with main idea and relevant details.

G1.B1.S1 Provide students with opportunities to read and comprehend literature and information text independently and proficiently.

Action Step 1

Students will be provided with a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, understanding text structures, and summarizing text. Teachers should emphasize instruction that helps students build stronger arguments to support their answers through the use of Scholastic/Time for Kids and Science News for Kids (online access) magazines.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Classroom Assessments, Student Work, FAIR Assessments, Baseline and Interim Assessments, Review of data including Accelerated Reader, STAR Teacher/Student Reports, and Reading Plus. Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

Action Step 2

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Classroom Assessments, Student Work, FAIR Assessments, Baseline and Interim Assessments, Review of data including Accelerated Reader, STAR Teacher/Student Reports, and Reading Plus. Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

Action Step 3

Professional Development opportunities will take place to infuse District Pacing Guides with Common Core State Standards and Next Generation Sunshine State Standards and to review new McGraw Hill Literature Series textbook series, Reading Plus, Success Maker, and Accelerated Reader/STAR.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Classroom Assessments, Student Work, FAIR Assessments, Baseline and Interim Assessments, Review of data including Accelerated Reader, STAR Teacher/Student Reports, and Reading Plus. Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

Facilitator:

Grade Level Chairs, Reading Contact, Media Specialist

Participants:

Teachers

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

Monitor implementation of identified strategies. Assessment data reports will be reviewed and instruction will be adjusted, as needed.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Quarterly, Ongoing

Evidence of Completion

Formative Assessments – FAIR Assessments, Baseline and Interim Assessments, Review of data including Accelerated Reader, STAR Teacher/Student Reports, and Reading Plus. Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly, Ongoing

Evidence of Completion

Formative Assessments – FAIR Assessments, Baseline and Interim Assessments, Review of data including Accelerated Reader, STAR Teacher/Student Reports, and Reading Plus. Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

G1.B2 The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application. Students need additional practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B2.S1 Provide students with the opportunity to read and comprehend literature and informational text at the high end of complexity.

Action Step 1

Students will ingrain the practice of justifying answers by going back to the text for support. Teachers will help students use graphic organizers to see patterns and summarize the main points. Students should practice analyzing the author's purpose and perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. A school-wide Accelerated Reader program, Reading Plus, Time for Kids and Scholastic magazines, leveled libraries and Florida Achieves FOCUS activities will be implemented to assist the students with this category.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – McGraw-Hill Weekly Assessments, FAIR Assessments, Interim Assessments, review of data including Accelerated Reader, STAR, Teacher/Student Reports, and Reading Plus. Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

Action Step 2

Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – McGraw-Hill Weekly Assessments, FAIR Assessments, Interim Assessments, review of data including Accelerated Reader, STAR, Teacher/Student Reports, and Reading Plus. Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

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

The Literacy Leadership Team, MTSS/RtI Team along with the administrative team will monitor the implementation of identified strategies.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – McGraw-Hill Weekly Assessments, FAIR Assessments, Interim Assessments, review of data including Accelerated Reader, STAR, Teacher/Student Reports, and Reading Plus. Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, ongoing classroom assessments focusing on students' knowledge of Reading Application and review of district Interim Assessment Data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – McGraw-Hill Weekly Assessments, FAIR Assessments, Interim Assessments, review of data including Accelerated Reader, STAR, Teacher/Student Reports, and Reading Plus. Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

G1.B3 The area of deficiency or minimal growth for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literature Analysis-Fiction/ Nonfiction. Students will practice reducing textual information to key points so that comparisons can be made across texts; students will also become more familiar with comparing and contrasting in and across a variety of genres.

G1.B3.S1 Provide students with the opportunity to identify and interpret elements of story structure within and across texts.

Action Step 1

Students will analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – McGraw-Hill Weekly Assessments, student work samples, Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

Action Step 2

Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences) and identifying and explaining the use of descriptive, idiomatic, and figurative language through enrichment activities that incorporate the use of non-fiction articles, real world documents, novels and poetry.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – McGraw-Hill Weekly Assessments, student work samples, Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

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

The LLT along with the administrative team will monitor the implementation of identified strategies.

Person or Persons Responsible

Literacy Leadership Team (LLT)

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – McGraw-Hill Weekly Assessments, student work samples, Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, ongoing classroom assessments focusing on students' knowledge of Reading Application and review of district Interim Assessment Data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – McGraw-Hill Weekly Assessments, student work samples, Interim Assessments Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

G1.B4 As noted on the 2013 administration of the FCAT Reading 2.0 Test, the percent of students making learning gains decreased by 10 percentage points as compared to the 2012 FCAT Reading 2.0 Test. The area of deficiency was Reporting Category 2: Reading Application due to limited time available for students to utilize and incorporate technology into becoming successful readers.

G1.B4.S1 Provide students with the opportunities to read and comprehend literature and informational texts at the high end of complexity.

Action Step 1

Students will be provided with a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, understanding text structures, and summarizing text. Teachers will implement reading programs including SuccessMaker, Accelerated Reader, Time for Kids and Scholastic magazines.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – FAIR Assessments, Baseline and Interim Assessments, Review of data including Accelerated Reader, SuccessMaker, FCAT Explorer, STAR Teacher/Student Reports, and Reading Plus, McGraw-Hill Wonder Works Intervention Program. Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

Action Step 2

Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. Students will also use FCAT Explorer and Reading Plus with fidelity.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – FAIR Assessments, Baseline and Interim Assessments, Review of data including Accelerated Reader, SuccessMaker, FCAT Explorer, STAR Teacher/Student Reports, and Reading Plus, McGraw-Hill Wonder Works Intervention Program. Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

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

The Literacy Leadership Team, MTSS/RtI Team along with the administrative team will monitor the implementation of identified strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – FAIR Assessments, Baseline and Interim Assessments, Review of data including Accelerated Reader, SuccessMaker, FCAT Explorer, STAR Teacher/Student Reports, and Reading Plus, McGraw-Hill Wonder Works Intervention Program. Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, assessment data reports will be reviewed, including Accelerated Reader, STAR, SuccessMaker, McGraw-Hill Wonder Works Intervention Program FCAT Explorer and Reading Plus. Instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments –FAIR Assessments, Baseline and Interim Assessments, Review of data including Accelerated Reader, SuccessMaker, FCAT Explorer, STAR Teacher/Student Reports, and Reading Plus, McGraw-Hill Wonder Works Intervention Program. Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

G1.B5 The area of deficiency for students in the lowest 25% making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited tutoring options. Students need to continue to receive remediation and intervention.

G1.B5.S1 Provide students with the opportunities to read and comprehend literature and informational text.

Action Step 1

At risk MLC students will be identified and placed on weekly progress reports monitored from the 2nd-4th nine weeks. Parent conferences will be held to monitor progress and students will be provided with instruction on developing organizational skills.

Person or Persons Responsible

MLC Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments – FAIR Assessments, Baseline and Interim Assessments, Review of data including Accelerated Reader, SuccessMaker, FCAT Explorer, STAR Teacher/Student Reports, and Reading Plus, Wonder Works Intervention Program, lesson plans, schedules, volunteer tutorial program logs Summative Assessments – Results for the 2014 FCAT 2.0 Assessment
Formative Assessments – Baseline and Interim Assessments, Review of data including Accelerated Reader, SuccessMaker, FCAT Explorer, STAR Teacher/Student Reports, and Reading Plus, Wonder Works Intervention Program, lesson plans, schedules, volunteer tutorial program logs Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

Action Step 2

Students will be provided with a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, understanding text structures, and summarizing text. Teachers and staff will provide and monitor fluid small group instruction and differentiated instruction through volunteer tutorial programs including America Reads, Parent Altogether Improve Reading (P.A.I.R.), KinderKlub. Additionally, Teenbiz 3000, Journeys Solo Voyager Learning, Voyager, SuccessMaker, and McGraw-Hill Wonder Works Intervention programs will be implemented to promote student achievement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – FAIR Assessments, Baseline and Interim Assessments, Review of data including Accelerated Reader, SuccessMaker, FCAT Explorer, STAR Teacher/Student Reports, and Reading Plus, Wonder Works Intervention Program, lesson plans, schedules, volunteer tutorial program logs Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

Action Step 3

Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. Students will also use FCAT Explorer and Reading Plus with fidelity.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – FAIR Assessments, Baseline and Interim Assessments, Review of data including Accelerated Reader, SuccessMaker, FCAT Explorer, STAR Teacher/Student Reports, and Reading Plus, Wonder Works Intervention Program, lesson plans, schedules, volunteer tutorial program logs Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

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

The Literacy Leadership Team, MTSS/RtI Team along with the administrative team will monitor the implementation of identified strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – FAIR Assessments, Baseline and Interim Assessments, Review of data including Accelerated Reader, SuccessMaker, FCAT Explorer, STAR Teacher/Student Reports, Reading Plus, Wonder Works Intervention Program, lesson plans, schedules, and volunteer tutorial program logs. Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, ongoing review of student assessment data reports will take place to determine placement and progress, including Accelerated Reader, STAR, SuccessMaker, McGraw-Hill Wonder Works Intervention Program FCAT Explorer and Reading Plus. Instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – FAIR Assessments, Baseline and Interim Assessments, Review of data including Accelerated Reader, SuccessMaker, FCAT Explorer, STAR Teacher/Student Reports, Reading Plus, Wonder Works Intervention Program, lesson plans, schedules, and volunteer tutorial program logs. Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

G1.B6 ELL Students struggled with relating new vocabulary words to familiar words in English when listening and speaking.

G1.B6.S1 Provide students with opportunities to produce language in response to multi-sensorial experiences.

Action Step 1

Through the use of ESOL strategies, teachers will provide and monitor fluid small group instruction and differentiated instruction utilizing McGraw-Hill supplemental materials through volunteer tutorial programs during school.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Weekly assessments, Baseline and Interim Assessments, Review of student data including Accelerated Reader, STAR Teacher/Student Reports, McGraw-Hill Wonder Works Intervention program, SuccessMaker, FCAT Explorer and Reading Plus, lesson plans, schedules, and volunteer tutorial program logs. Summative Assessments – Results for the 2014 CELLA Assessment

Action Step 2

Review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM process Implement District Pacing Guides and CCSS Lessons and Activities. Conduct grade level meetings and data chats to obtain teacher feedback through the FCIM process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Weekly assessments, Baseline and Interim Assessments, Review of student data including Accelerated Reader, STAR Teacher/Student Reports, McGraw-Hill Wonder Works Intervention program, SuccessMaker, FCAT Explorer, Reading Plus, lesson plans, schedules, volunteer tutorial program logs. Summative Assessments – Results for the 2014 CELLA Assessment

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

The Literacy Leadership Team, LEP committee, MTSS/Rtl Team along with the administrative team will monitor the implementation of identified strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Weekly assessments, Baseline and Interim Assessments, Review of student data including Accelerated Reader, STAR Teacher/Student Reports, McGraw-Hill Wonder Works Intervention program, SuccessMaker, FCAT Explorer and Reading Plus, lesson plans, schedules, volunteer tutorial program logs, Voyager Checkpoints. Summative Assessments – Results for the 2014 CELLA Assessment

Plan to Monitor Effectiveness of G1.B6.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Weekly assessments, Baseline and Interim Assessments, Review of student data including Accelerated Reader, STAR Teacher/Student Reports, McGraw-Hill Wonder Works Intervention program, SuccessMaker, FCAT Explorer, Reading Plus, lesson plans, schedules, volunteer tutorial program logs, and Voyager Checkpoints. Summative Assessments – Results for the 2014 CELLA Assessment

G1.B7 ELL Students struggled with Reading Application including main idea, compare/contrast elements, topics, settings, and characters.

G1.B7.S1 Provide students with opportunities to read and comprehend grade level texts.

Action Step 1

Through the use of ESOL strategies, students will be provided with a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, understanding text structures, and summarizing text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Baseline and Interim Assessments, Review of data including Accelerated Reader, SuccessMaker, FCAT Explorer, STAR Teacher/Student Reports, and Reading Plus, Wonder Works Intervention Program, lesson plans, schedules. Summative Assessments – Results for the 2014 CELLA Assessment

Action Step 2

Teachers and will provide and monitor fluid small group instruction and differentiated instruction incorporating ESOL strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Weekly assessments, Baseline and Interim Assessments, Review of student data including Accelerated Reader, STAR Teacher/Student Reports, McGraw-Hill Wonder Works Intervention program, SuccessMaker, FCAT Explorer and Reading Plus, lesson plans, schedules. Summative Assessments – Results for the 2014 CELLA Assessment

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

The Literacy Leadership Team, LEP committee, MTSS/RtI Team along with the administrative team will monitor the implementation of identified strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Weekly assessments, Baseline and Interim Assessments, Review of student data including Accelerated Reader, STAR Teacher/Student Reports, McGraw-Hill Wonder Works Intervention program, SuccessMaker, FCAT Explorer and Reading Plus, lesson plans, schedules. Summative Assessments – Results for the 2014 CELLA Assessment

Plan to Monitor Effectiveness of G1.B7.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Weekly assessments, Baseline and Interim Assessments, Review of student data including Accelerated Reader, STAR Teacher/Student Reports, McGraw-Hill Wonder Works Intervention program, SuccessMaker, FCAT Explorer and Reading Plus, lesson plans, schedules, volunteer tutorial program logs, Voyager Checkpoints Summative Assessments – Results for the 2014 CELLA Assessment

G1.B8 ELL Students struggled with pre-writing activities including generating ideas from multiple sources and formulating a plan using English acquisition skills.

G1.B8.S1 Provide students with opportunities to maintain a writer's notebook and use organizational strategies to make a plan for writing.

Action Step 1

Through the use of ESOL strategies, students will be encouraged to develop and maintain a writer's notebook and use organizational strategies to make a plan for writing using the English language.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – District writing assessments, weekly writing samples Summative Assessments – Results for the 2014 CELLA Assessment

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

The Literacy Leadership Team, LEP committee, MTSS/RtI Team along with the administrative team will monitor the implementation of identified strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – District writing assessments, weekly writing samples Summative Assessments – Results for the 2014 CELLA Assessment

Plan to Monitor Effectiveness of G1.B8.S1

Ongoing classroom assessments focusing on students' pre-writing skills will take place. Review District Writing Assessment Data reports to ensure progress is being made and adapt instruction as needed using the FCIM process.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing classroom assessments focusing on students' pre-writing skills will take place. Review District Writing Assessment Data reports to ensure progress is being made and adapt instruction as needed using the FCIM process.

G2. On the 2013 FCAT 2.0 Writing, 87% of students at Coral Gables Preparatory Academy scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 88% of students to score at Level 3.5 or above, an increase of one percentage point.

G2.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was focus and elaboration. Students need to present detailed evidence, examples, and reasoning to support effective arguments. Students also need to incorporate real life experience into their writing.

G2.B1.S1 Provide students with opportunities to incorporate real life experiences into their writing.

Action Step 1

Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – Writing Student Folders and Journals, District Writing Interim Assessments and Pre/Mid/Post-tests. Summative Assessment – Results of the 2014 FCAT Writing 2.0 Assessment

Action Step 2

During writing instruction, the Melissa Forney Writing Program will continue to be incorporated, emphasizing writing strategies to develop focus and elaboration through the use of graphic organizers, strategies to make a plan focused on a main idea, applying appropriate hooks such as quotations, definitions, questions, or descriptions. Students will also continue to focus on one main idea with ample development of supporting details, and using ideas and content such as statistics comparisons, vivid descriptions and specific word choices and developed incidences to support each reason.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – Writing Student Folders and Journals, District Writing Interim Assessments and Pre/Mid/Post-tests. Summative Assessment – Results of the 2014 FCAT Writing 2.0 Assessment

Action Step 3

During writing instruction and across the curriculum, persuasive writing techniques including word choice, repetition, emotional appeal, hyperbole, advertisements, and symbols will be reviewed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – Writing Student Folders and Journals, District Writing Interim Assessments and Pre/Mid/Post-tests. Summative Assessment – Results of the 2014 FCAT Writing 2.0 Assessment

Action Step 4

Provide a Writing PD that reviews the following information: Using State FCAT and FCAT 2.0 Writing Scoring Rubric, Vertical Alignment to Show Application of the Holistic Rubric for FCAT 2.0 Writing (elementary), Anchor Sets , and the Calibration Scoring Guides.

Person or Persons Responsible

Teachers

Target Dates or Schedule

October 10, 2013

Evidence of Completion

Formative Assessment – Writing Student Folders and Journals, District Writing Interim Assessments and Pre/Mid/Post-tests. Summative Assessment – Results of the 2014 FCAT Writing 2.0 Assessment

Facilitator:

Ms. Wolff and Ms. Tapanes

Participants:

Teachers

Action Step 5

Provide a Parent Writing Training that reviews effective writing instruction needed to develop students' lifelong writing skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

October, 2013

Evidence of Completion

Formative Assessment – Writing Student Folders and Journals, District Writing Interim Assessments and Pre/Mid/Post-tests. Summative Assessment – Results of the 2014 FCAT Writing 2.0 Assessment

Facilitator:

Ms. Wolff and Ms. Tapanes

Participants:

Teachers

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

The LLT, along with the administrative team, will monitor the implementation of identified strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – Writing Folders and/or Journals, District Writing Interim Assessments and Pre/Mid/Post-tests. Summative Assessment – Results of the 2014 FCAT Writing 2.0 Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted as needed. Focus calendars, lesson plans, student folders, student grades, District Writing Interim Assessments and Pre, Mid, and Post Test Writing results will be reviewed using the FCIM process.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – Writing Folders and/or Journals, District Writing Interim Assessments and Pre/Mid/Post-tests. Summative Assessment – Results of the 2014 FCAT Writing 2.0 Assessment

G3. On the 2013 FCAT 2.0 Mathematics, 75% of students at Coral Gables Preparatory Academy scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 84% of students to score at Level 3 or above, an increase of nine percentage points.

G3.B1 The Economically Disadvantaged and Students with Disabilities subgroups did not make their 2012-2013 AMO. ED and SWD students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. The area of deficiency as noted on the 2013 FCAT 2.0 mathematics administration was Reporting Category 1: Number: Operations, Problems, and Statistics. Students have limited access to a variety of technological programs.

G3.B1.S1 Provide students with opportunities to develop exploration and inquiry activities to maintain or increase an understanding of skills.

Action Step 1

Economically Disadvantaged students and Students with Disabilities in Grades 3-8 will be identified based on instructional needs. Differentiated instruction will take place using technological programs, including SuccessMaker, Gizmos, Compass Learning with consistency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District baseline and interim assessments, computer program reports, classroom assessments, student folders, Think Central, and FCAT Explorer Reports

Action Step 2

Teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, student folders, math journals, Problem of the Day, FCAT Explorer Reports

Action Step 3

Vocabulary lists will be developed to assist students in communicating about math. Daily use of journals to answer questions about math operations including "how" and "why" will assist in developing skills. As students become increasingly proficient, complexity of problems will increase and scaffolding of skills may decrease.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walk-throughs, classroom assessments, student folders

Action Step 4

Professional Development opportunities will take place to infuse District Pacing Guides with Common Core State Standards and Next Generation Sunshine State Standards and to review new edition of Go Math textbook series.

Person or Persons Responsible

Teachers, Math Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

PD roster, PD Sign in sheet, Classroom walk-throughs, classroom assessments, student folders

Facilitator:

Math Liaison

Participants:

Teachers, Math Liaison

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

Grade level meetings and data chats will take place in order to obtain teacher feedback through the use of the FCIM model.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, student folders, SuccessMaker, Think Central, and FCAT Explorer Reports Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

Plan to Monitor Effectiveness of G3.B1.S1

Teachers, along with the administrative team, will review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM model.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, student folders, SuccessMaker, Think Central, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

G3.B2 The Hispanic and White subgroups did not make their 2012-2013 AMO. Hispanic and White subgroups need multiple opportunities to enhance mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration was Reporting Category 2: Base Ten and Fractions.

G3.B2.S1 Provide students with contexts for mathematical exploration and the development of student understanding of numbers and operations.

Action Step 1

Teachers will provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/models and engaging opportunities for practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, student folders, SuccessMaker, Think Central, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

Action Step 2

Teachers will foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. Vocabulary lists will be developed to assist students in communicating about math. Daily use of journals to answer questions about math operations including "how" and "why" will assist in developing skills. As students become increasingly proficient, complexity of the problems will increase and scaffolding of skills may decrease.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student journals, student work, classroom walk-throughs

Action Step 3

Professional Development opportunities will take place to infuse math-based inquiry learning - Interactive Notebooks (IAN) with Common Core State Standards and Next Generation Sunshine State Standards.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

PD Roster and PD Sign-In sheets

Facilitator:

Math Liaison

Participants:

Teachers

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

Grade level meetings and data chats will take place in order to obtain teacher feedback through the use of the FCIM model.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, student folders, SuccessMaker, Think Central, and FCAT Explorer Reports Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

Plan to Monitor Effectiveness of G3.B2.S1

Teachers, along with the administrative team, will review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM model.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly and ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, student folders, student journals, SuccessMaker, Think Central, and FCAT Explorer Reports
Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

G3.B3 The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Number: Base Ten and Fractions for students in Grades 3-5 and Grades 7 and 8. Additionally, students in Grades 5-8 struggled with Geometry and Measurement. This deficiency is due to limited access to manipulatives for each classroom, limited differentiated instruction implementation, and the transition to the Common Core Standards.

G3.B3.S1 Provide students with contexts for mathematical exploration in the areas of Base Ten, Fractions and Geometry and Measurement through the use of manipulatives.

Action Step 1

Students will be given opportunities to develop exploration and inquiry activities to maintain or increase an understanding of skills through the implementation of the Common Core Standards for mathematics, manipulatives and hands-on experiences with grade-level appropriate real life problems and the Go Math Houghton-Mifflin Enrichment kits.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, student folders, Go Math D.I. Logs, Gizmos, SuccessMaker, Think Central,, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

Action Step 2

Cross-teaching in Grades 4 and 5 will be implemented. Additionally, there will be an increase in the use of manipulatives and cooperative learning groups during differentiated instruction and whole group time to provide students an opportunity to solve problems and communicate their thinking, which in turn should increase student scores in the areas of Number: Base Ten and Fractions and Geometry and Measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, student folders, Go Math D.I. Logs, Gizmos, SuccessMaker, Think Central, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

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

Review of formative assessment data reports will take place to ensure that progress is being made and adjust instruction as needed using the FCIM process.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, student folders, Go Math D.I. Logs, Gizmos, SuccessMaker, Think Central, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

Plan to Monitor Effectiveness of G3.B3.S1

Grade level meetings and data chats will be conducted to obtain teacher feedback through the FCIM process.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, student folders, Go Math D.I. Logs, Gizmos, SuccessMaker, Think Central, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

G3.B4 The area of deficiency for students scoring FCAT Level 4 or above, as noted on the 2013 FCAT 2.0 administration, was Number: Base Ten and Fractions for students in Grades 3-5 and Grades 7 and 8. Additionally, students in Grades 5-8 struggled with Geometry and Measurement. Students need greater access to a variety of technological programs.

G3.B4.S1 Provide students with contexts for mathematical exploration in the areas of Base Ten, Fractions, Geometry and Measurement through the use of manipulatives.

Action Step 1

Students in Grades 3-5 and Grades 7 and 8 who scored at or above Level 4 on the 2013 FCAT 2.0 will be provided with increased opportunities to develop exploration and inquiry activities to maintain or increase an understanding of skills through the use of online websites including NCTM Illuminations, Thinkfinity, and Gizmos. Students will be given enrichment opportunities to foster the use of meanings of numbers, the use of models, place value, and the use of properties of operations. Students will develop quick recall of basic facts and fluency with multi-digit operation of numbers, as well as addition and subtraction of fractions and decimals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, student folders, Go Math D.I. Logs, Gizmos, SuccessMaker, Think Central, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

Action Step 2

Students in Grades 3-5 and Grades 7 and 8 who scored at or above Level 4 on the 2013 FCAT 2.0 will be provided with increased opportunities for students to implement the use of technology, graphing calculators, Florida Achieves FOCUS Assessment resources and inquiry-based lessons to promote authentic and rigorous student engagement through access to online websites including NCTM Illuminations and Gizmos websites.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, student folders, Go Math D.I. Logs, Gizmos, SuccessMaker, Think Central, Versa Tiles, Journals, Khan Academy and FCAT Explorer Report.s Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

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

Review of formative assessment data reports will take place to ensure that progress is being made and adjust instruction as needed using the FCIM process.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, student folders, Go Math D.I. Logs, Gizmos, SuccessMaker, Think Central, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

Plan to Monitor Effectiveness of G3.B4.S1

Grade level meetings and data chats will be conducted to obtain teacher feedback through the FCIM process.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, student folders, Go Math D.I. Logs, Gizmos, SuccessMaker, Think Central, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

G3.B5 As noted on the 2013 administration of the FCAT Mathematics 2.0 Test, the percent of students making learning gains decreased by 5 percentage points as compared to the 2012 FCAT Mathematics 2.0 Test. The area of deficiency as noted on the 2013 administration of the FCAT was Number: Base Ten and Fractions. There needs to be consistency of intervention strategies and differentiated instruction.

G3.B5.S1 Provide students with the opportunity to build on mathematical fluency and problem solving skills.

Action Step 1

Teachers will provide and monitor consistent fluid small group instruction and visual stimulus to increase the percent of students making learning gains and the lowest 25% of students making learning gains.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, tutoring logs, Gizmos, SuccessMaker, Think Central, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

Action Step 2

Go Math Houghton-Mifflin Enrichment Differentiated Instruction, Florida Achieves FOCUS! activities, NCTM Illumination and IXL websites, SuccessMaker, Gizmos, Think Central and FCAT Explorer programs will all be implemented.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, tutoring logs, Gizmos, SuccessMaker, Think Central, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

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

Grade level meetings and data chats will be conducted to obtain teacher feedback through the FCIM process.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will increase mastery of benchmarks.

Plan to Monitor Effectiveness of G3.B5.S1

Grade level meetings and data chats will be conducted to obtain teacher feedback through the FCIM process.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, tutoring logs, Gizmos, SuccessMaker, Think Central, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

G3.B6 As noted on the 2013 administration of the FCAT Mathematics 2.0 Test, the percent of students in the lowest 25% making learning gains increased by 1 percentage point as compared to the 2012 FCAT Mathematics 2.0 Test. The area of deficiency as noted on the 2013 administration of the FCAT was Number: Base Ten and Fractions. There needs to be consistency of intervention strategies and differentiated instruction.

G3.B6.S1 Support mathematical fluency and problem solving proficiency in the area of fractions.

Action Step 1

Teachers will provide and monitor consistent fluid small group instruction and visual stimulus to increase the percent of the lowest 25% students making learning gains. The lowest performing students in Grades 3-8 will be identified based on instructional needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, tutoring logs, Gizmos, SuccessMaker, Think Central, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

Action Step 2

Cross-teaching in Grades 4 and 5 will be implemented as well as a rotation schedule for small group instruction during the 60-minute instructional block. This will provide tailored instruction based on the MTSS/RtI model to ensure scaffold instruction is occurring with validity.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, tutoring logs, Gizmos, SuccessMaker, Think Central, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

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

Monitor data chats, Tutoring Logs, DI Logs, Lesson Plans, monthly assessments.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, tutoring logs, Gizmos, SuccessMaker, Think Central, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

Plan to Monitor Effectiveness of G3.B6.S1

Monitor data chats, Tutoring Logs, DI Logs, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment using the FCIM process.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, tutoring logs, DI logs, Gizmos, SuccessMaker, Think Central, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Mathematics 2.0 Assessment

G3.B7 As noted on the 2013 administration of the Algebra and Geometry EOC Exams, the percent of students participating in the Algebra and Geometry EOC tests was 47%. In order to maintain the high level of participation that our school displayed, continued participation is critical.

G3.B7.S1 Provide students with the opportunities to participate in advanced courses.

Action Step 1

Provide students with the opportunity to participate in advanced mathematics courses to ensure appropriate preparation for readiness in Algebra and Geometry without undue stress.

Person or Persons Responsible

Teachers and Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, tutoring logs, clubs’ participation logs Summative Assessment – Participation percentage and passing rate of students on the 2014 administration of the Algebra and Geometry EOC Exams

Action Step 2

Additional tutoring and/or Algebra/Geometry Clubs will continue to be offered.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, tutoring logs, clubs’ participation logs Summative Assessment – Participation percentage and passing rate of students on the 2014 administration of the Algebra and Geometry EOC Exams

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

Monitor data chats, Tutoring Logs, Lesson Plans, district benchmark assessments, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment using the FCIM process.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, tutoring logs, clubs' participation logs Summative Assessment – Participation percentage and passing rate of students on the 2014 administration of the Algebra and Geometry EOC Exams

Plan to Monitor Effectiveness of G3.B7.S1

Monitor data chats, Tutoring Logs, Lesson Plans, district benchmark assessments, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment using the FCIM process.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Baseline and Interim Assessments, classroom assessments, tutoring logs, clubs' participation logs Summative Assessment – Participation percentage and passing rate of students on the 2014 administration of the Algebra and Geometry EOC Exams

G3.B8 As noted on the 2013 administration of the Algebra I End-of-Course Assessment, the percent of students scoring at Level 3 was at 42%. The 2014 Algebra EOC target is to increase by 1% to 43%. The area of deficiency for students scoring at Achievement Level 3 was in the content area of Polynomials.

G3.B8.S1 Provide students with practice in simplifying polynomial expressions in mathematical and real-world contexts.

Action Step 1

Provide students with more practice and opportunities to formulate and use different strategies to solve one and two step linear equations including equations with rational coefficients.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, tutoring logs, Gizmos, E2020, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 Algebra I End-of-Course Assessment

Action Step 2

Using Mathematical Practices of the CCSS, support mathematical fluency and problem solving proficiency in situations involving polynomials and provide opportunities for students to model real-world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, tutoring logs, Gizmos, E2020, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 Algebra I End-of-Course Assessment

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

Monitor data chats, Tutoring Logs, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment using the FCIM process.

Person or Persons Responsible

MTSS/Rtl and administrative team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, tutoring logs, Gizmos, E2020, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 Algebra I End-of-Course Assessment

Plan to Monitor Effectiveness of G3.B8.S1

Monitor data chats, Tutoring Logs, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment.

Person or Persons Responsible

MTSS/Rtl and administrative team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, tutoring logs, Gizmos, E2020, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 Algebra I End-of-Course Assessment

G3.B9 As noted on the 2013 administration of the Algebra I End-of-Course Assessment, the percent of students scoring at Level 4 and 5 was at 43%. The 2014 Algebra EOC target is to increase by 1% to 44%. The area of deficiency for students scoring at or above Achievement Level 4 was in the content area of Rationals, Radicals, Quadratics, and Discrete Mathematics.

G3.B9.S1 Provide students with opportunities to model real world situations with quadratic equations using multiple representations.

Action Step 1

Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, tutoring logs, Gizmos, E2020, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 Algebra I End-of-Course Assessment

Action Step 2

Using Mathematical Practices of the CCSS, support mathematical fluency and problem solving proficiency in situations involving rationals, radicals, quadratics, and discrete mathematics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, tutoring logs, Gizmos, E2020, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 Algebra I End-of-Course Assessment

Action Step 3

Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, tutoring logs, Gizmos, E2020, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 Algebra I End-of-Course Assessment

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

Monitor data chats, Tutoring Logs, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, tutoring logs, Gizmos, E2020, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 Algebra I End-of-Course Assessment

Plan to Monitor Effectiveness of G3.B9.S1

Monitor data chats, Tutoring Logs, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment using the FCIM process.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, tutoring logs, Gizmos, E2020, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 Algebra I End-of-Course Assessment

G3.B10 As noted on the 2013 administration of the Geometry End-of-Course Assessment, the percent of students scoring at Level 3 was at 8%. The 2014 Geometry EOC target is to maintain at 8%. The area of deficiency for students scoring at Achievement Level 3 was in the content area of Trigonometry and Discrete Mathematics.

G3.B10.S1 Provide students with the opportunities to apply geometric concepts in modeling real-world situations.

Action Step 1

Using Mathematical Practices of the CCSS, support mathematical fluency and problem solving proficiency in situations in which they need to use trigonometry to solve real world problems involving right triangles as well as identifying a conditional statement and writing the converse, inverse, and contrapositive.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, tutoring logs, Gizmos, E2020, and FCAT Explorer Reports Summative Assessment – Results of the 2014 Geometry End-of-Course Assessment

Action Step 2

Provide opportunities for students to apply geometric concepts in modeling real world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, tutoring logs, Gizmos, E2020, and FCAT Explorer Reports Summative Assessment – Results of the 2014 Geometry End-of-Course Assessment

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

Monitor data chats, Tutoring Logs, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, tutoring logs, Gizmos, E2020, and FCAT Explorer Reports Summative Assessment – Results of the 2014 Geometry End-of-Course Assessment

Plan to Monitor Effectiveness of G3.B10.S1

Monitor data chats, Tutoring Logs, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment using the FCIM process.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, tutoring logs, Gizmos, E2020, and FCAT Explorer Reports Summative Assessment – Results of the 2014 Geometry End-of-Course Assessment

G3.B11 As noted on the 2013 administration of the Geometry End-of-Course Assessment, the percent of students scoring at Level 4 and 5 was at 92%. The 2014 Algebra EOC target is to maintain at 92%. The area of deficiency for students scoring at or above Achievement Level 4 was in the content area of Trigonometry and Discrete Mathematics.

G3.B11.S1 Provide students with mathematical fluency and problem solving proficiency in situations in which they need to use trigonometry to solve real-world problems.

Action Step 1

Using Mathematical Practices of the CCSS, support mathematical fluency and problem solving proficiency in situations in which they need to use trigonometry to solve real world problems involving right triangles as well as identifying a conditional statement and writing the converse, inverse, and contrapositive.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, tutoring logs, Gizmos, E2020, and FCAT Explorer Reports Summative Assessment – Results of the 2014 Geometry End-of-Course Assessment

Action Step 2

Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, tutoring logs, Gizmos, E2020, and FCAT Explorer Reports Summative Assessment – Results of the 2014 Geometry End-of-Course Assessment

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

Monitor data chats, Tutoring Logs, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, tutoring logs, Gizmos, E2020, and FCAT Explorer Reports Summative Assessment – Results of the 2014 Geometry End-of-Course Assessment

Plan to Monitor Effectiveness of G3.B11.S1

Monitor data chats, Tutoring Logs, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment using the FCIM process.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, tutoring logs, Gizmos, E2020, and FCAT Explorer Reports Summative Assessment – Results of the 2014 Geometry End-of-Course Assessment

G4. On the 2013 FCAT 2.0 Science, 72% of the 5th graders at CGPA scored at Lev 3 or above and 75% of 8th graders scored at Lev 3 or above. Our goal on the 2014 FCAT 2.0 Science- 75% of 5th graders and 78% of 8th graders to score at Lev 3 or above .

G4.B1 As noted on the 2013 administration of the Grade 5 FCAT Science 2.0 Test, the area of deficiency is in the areas of Physical Science and Life Science. Students have limited exposure to instructional strategies and activities that are linked to increase rigor strategies and activities that are linked to increase rigor through inquiry-based learning in Physical Science and Life Science.

G4.B1.S1 Utilize district developed science resources to support objectives.

Action Step 1

Incorporate activities for students to design and develop Science Fair Projects by ensuring NGSSS/ CCSS and MDCPS Pacing Guides instruction and by providing opportunities for students to use math computations in science inquiry. Parents will also be provided with a workshop to explain the scientific method and Science Fair process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September - November, 2013

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Science Fair Projects, Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

Action Step 2

Students will increase rigor in their writing based on hands-on activities and lab reports on particular emphasis on Life Science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Interactive Notebooks (IAN), Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

Action Step 3

Provide activities for students to design and develop science projects to increase scientific thinking and the development and implementation of inquiry based activities. Teachers will ensure that NGSSS/CCSS and MDCPS Pacing Guides instruction are being utilized and provide opportunities for students to use math computations in science inquiry.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Interactive Notebooks (IAN), Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

Action Step 4

Training will be provided on the scientific process to ensure that all teachers can effectively guide and assist their students to develop Science Fair projects.

Person or Persons Responsible

Science Liaison

Target Dates or Schedule

September, 2013

Evidence of Completion

Training Agenda and Sign In Sheets, Science Fair Components Completion Logs, Students' and Class Science Fair Projects.

Facilitator:

Science Liaison

Participants:

Science Liaison

Action Step 5

Parent training will be provided on the scientific process to ensure that all parents understand all the required Science Fair Project components needed to complete a Science Fair Project.

Person or Persons Responsible

Science Liaison

Target Dates or Schedule

September, 2013

Evidence of Completion

Training Agenda and Sign In Sheets, Students' Science Fair Projects

Facilitator:

Science Liaison

Participants:

Science Liaison

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

Review District Benchmark Assessments, Monitor data chats, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment using the FCIM process.

Person or Persons Responsible

Administrative Team, Science Contact, Science Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

Plan to Monitor Effectiveness of G4.B1.S1

Review District Benchmark Assessments, Monitor data chats, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment using the FCIM process.

Person or Persons Responsible

Administrative Team, Science Contact, Science Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

G4.B2 As noted on the 2013 administration of the Grade 5 FCAT Science 2.0 Test, the area of deficiency among students scoring at or above Achievement Level 4 is in the area of Physical Science. Students have limited exposure to instructional technology and activities, including GIZMOS, Discovery, Versa Tiles, and PBS Learning Media to enhance student conceptual understanding of topics being addressed in Physical Science.

G4.B2.S1 Provide students with inquiry based hands-on activities relevant to the topic.

Action Step 1

Provide students the opportunities to participate in inquiry-based learning activities of Physical Science concepts by ensuring NGSSS/CCSS and MDCPS Pacing Guides instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

Action Step 2

Students will increase rigor in their writing based on hands-on activities and lab reports with particular emphasis on Physical Science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

Action Step 3

Provide activities for students to design and develop science projects to increase scientific thinking and the development and implementation of inquiry based activities, especially in the area of Physical Science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

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

Review District Benchmark Assessments, Monitor data chats, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment using the FCIM process.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

Plan to Monitor Effectiveness of G4.B2.S1

Review District Benchmark Assessments, Monitor data chats, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment using the FCIM process.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

G4.B3 As noted on the 2013 administration of the Grade 8 FCAT Science 2.0 Test, the area of deficiency is in the areas of Physical Science and Life Science. Students have limited exposure to instructional strategies and activities that are linked to increase rigor strategies. Students have limited exposure to activities that are linked to increase rigor through inquiry-based learning in Physical Science and Life Science.

G4.B3.S1 Incorporate instructional technology resources into lesson plans.

Action Step 1

Provide students with the opportunities to participate in student centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion fostering teamwork and cooperative inquiry-based and hands-on learning that incorporate the scientific method. Incorporate activities for students to design and develop Science Fair Projects by ensuring NGSSS/CCSS and MDCPS Pacing Guides instruction and by providing opportunities for students to use math computations in science inquiry.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

Action Step 2

Students will increase rigor in their writing based on hands-on activities and lab reports on particular emphasis on Life Science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

Action Step 3

Provide activities for students to design and develop science projects to increase scientific thinking and the development and implementation of inquiry based activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

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

Review District Benchmark Assessments, Monitor data chats, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment using the FCIM process

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

Plan to Monitor Effectiveness of G4.B3.S1

Review District Benchmark Assessments, Monitor data chats, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment using the FCIM process

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

G4.B4 As noted on the 2013 administration of the Grade 8 FCAT Science 2.0 Test, the area of deficiency among students scoring at or above Achievement Level 4 is in the area of Physical Science. Students have limited exposure to instructional technology and activities, including GIZMOS, Discovery, and PBS Learning Media to enhance student conceptual understanding of topics being addressed in Physical Science.

G4.B4.S1 Utilize higher-order questioning strategies using explicit-reflective instruction to enhance student thinking.

Action Step 1

Provide students with the opportunities to participate in inquiry-based learning activities of Physical Science concepts by ensuring NGSSS/CCSS and MDCPS Pacing Guides instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

Action Step 2

Students will increase rigor in their writing based on hands-on activities and lab reports with particular emphasis on Physical Science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

Action Step 3

Provide activities for students to design and develop science projects to increase scientific thinking and the development and implementation of inquiry based activities, especially in the area of Physical Science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

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

Review District Benchmark Assessments, Monitor data chats, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment using the FCIM process.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

Plan to Monitor Effectiveness of G4.B4.S1

Review District Benchmark Assessments, Monitor data chats, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment using the FCIM process.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – District Benchmark Assessments, classroom assessments, Gizmos, and FCAT Explorer Reports. Summative Assessment – Results of the 2014 FCAT Science 2.0 Assessment

G5. Our goal for the 2013-2014 school year is that 95% of students participate in middle school acceleration courses and that 89% of students perform at Level 3 or higher on middle school acceleration courses.

G5.B1 Data from the 2012-2013 school year indicates that 88% of students performed at mastery on EOC Assessments related to middle school acceleration courses. There is a need to continue enrichment opportunities for students.

G5.B1.S1 Provide enrichment opportunities to students through differentiated instruction to model real world situations in order to increase mathematical fluency to increase FCAT Level 4's and 5's and increase participation in Algebra and Geometry.

Action Step 1

Provide enrichment opportunities to students through differentiated instruction to model real world situations in order to increase mathematical fluency to increase FCAT Level 4's and 5's and increase participation in Algebra and Geometry.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

quizzes, tests

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

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Test, and District Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Test, District Interim Assessments

G6. The August 2013 Civics Baseline Assessment indicates that 1% of students achieved proficiency. Our goal for the 2013-2104 school year is to increase the percentage of students achieving proficiency on the 2014 Civic EOC .

G6.B1 The area of deficiency for students as noted on the 2012 District 7th Grade Civics Baseline Assessment was Organization and Function of Government. The transition to the Common Core Standards and the Next Generation Sunshine Standards and students' lack of content knowledge provide a challenge for Level 3 students' success.

G6.B1.S1 Utilize District Pacing Guides/lesson plans with assessments aligned to tested End of Course exam benchmarks to maximize opportunities for students to master tested content.

Action Step 1

Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics by incorporating word walls, personal dictionaries, and by reading from a variety of primary documents.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – Monthly assessments including chapter tests, district benchmark assessments, student folders Summative Assessment - Results of the 2014 Civics End-of-Course Assessment

Action Step 2

Conduct social studies department meetings to address focus calendars and redirect instruction according to students' needs using the FCIM process.

Person or Persons Responsible

Administrative Team, Social Studies Department Chair, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – Monthly assessments including chapter tests, district benchmark assessments, student folders Summative Assessment - Results of the 2014 Civics End-of-Course Assessment

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

The administrative team will monitor that these strategies are implemented.

Person or Persons Responsible

Administrative Team, Social Studies Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – Monthly assessments including chapter tests, district benchmark assessments, student folders Summative Assessment - Results of the 2014 Civics End-of-Course Assessment

Plan to Monitor Effectiveness of G6.B1.S1

The administrative team will review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM process.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – Monthly assessments including chapter tests, district benchmark assessments, student folders Summative Assessment - Results of the 2014 Civics End-of-Course Assessment

G6.B2 The area of deficiency for students as noted on the 2012 District 7th Grade Civics Baseline Assessment was Organization and Function of Government. Level 4 students need additional support to develop independent projects using research skills.

G6.B2.S1 Utilize District Pacing Guides and District lesson plans with assessments and provide students with opportunities to discuss social, political, and economic issues.

Action Step 1

Provide opportunities for students, including participation in Geography and International Studies and Model United Nations Clubs, to examine opposing points of view on various topics and strengthen their ability to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations and emphasize problem solving and inquiry based learning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – Monthly assessments including chapter tests, district benchmark assessments, student folders Summative Assessment - Results of the 2014 Civics End-of-Course Assessment

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

Conduct social studies department meetings to address focus calendars and redirect instruction according to students' needs using the FCIM process.

Person or Persons Responsible

Administrative Team, Social Studies Dept. Chair, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – Monthly assessments including chapter tests, district benchmark assessments, student folders. Summative Assessment - Results of the 2014 Civics End-of-Course Assessment

Plan to Monitor Effectiveness of G6.B2.S1

The administrative team will monitor that these strategies are implemented.

Person or Persons Responsible

Administrative Team, Social Studies Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment – Monthly assessments including chapter tests, district benchmark assessments, student folders. Summative Assessment - Results of the 2014 Civics End-of-Course Assessment

G7. Increase CTE opportunities for students since there are no CTE courses offered at this time due to the K-8 school configuration.

G7.B1 Time constraints for ensuring CTE standards are integrated and CTE practices are implemented across the curriculum. Students have a lack of understanding of the school to career connection. Dade Partners who will be able to accommodate our students with school to career initiatives need to be identified.

G7.B1.S1 Provide students with opportunities to participate in CTE presentations, assemblies, Career Day, and field trips.

Action Step 1

Provide opportunities for teachers to develop and implement integrated curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment – Teacher made tests, 2013-2014 students' participation with Dade Partners - KAPOW or McDonald's Corporation, Career Day participants' surveys, student essays

Action Step 2

Develop a schedule for monthly guest speakers to expose students to a variety of employment opportunities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment – Teacher made tests, 2013-2014 students' participation with Dade Partners-KAPOW or McDonald's Corporation, Career Day participants' surveys, student essays

Action Step 3

Implement school-wide Career Day for May, 2014.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment – Teacher made tests, 2013-2014 students' participation with Dade Partners - KAPOW or McDonald's Corporation, Career Day participants' surveys, student essays

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

The Administrative Team will monitor that these strategies are implemented.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment – Teacher made tests, 2013-2014 students' participation with Dade Partners-KAPOW or McDonald's Corporation, Career Day participants' surveys, student essays

Plan to Monitor Effectiveness of G7.B1.S1

The administrative team will review focus calendars, volunteer schedules, Career Day participant surveys, student folders and essays, lesson plans and student grades through the use of the FCIM process.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment – Teacher made tests, 2013-2014 students' participation with Dade Partners-KAPOW- or McDonald's Corporation, Career Day participants' surveys, student essays.

G8. Our goal for the 2013-2014 school year is to incorporate the STEM best practices to provide students with preparation needed to participate in STEM courses in the future.

G8.B1 Time constraints for ensuring STEM standards are integrated and STEM practices are implemented in the classroom during accelerated Science and Mathematics courses. Students have limited exposure to instructional strategies and activities that are linked to increase rigor through inquiry-based learning.

G8.B1.S1 Although our school participated in the District Science Fair, South Florida Regional Science Fair, District Math Bowl, and the Fairchild Challenge, we would like to increase the participation rate in other STEM-related events.

Action Step 1

Establish more opportunities and a plan/timeline for the development of student projects and increase the participation in STEM competitions (i.e., SECME Olympiad and Festival, South Florida Science and Engineering Fair, Fairchild Challenge, etc.)

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment - District Benchmark Assessments, Chapter Tests, School Science Fair projects, student notebooks, student folders, and lesson plans. Summative Assessment - Results of the 2014 FCAT Science and Mathematics 2.0 Assessments, 2014 Algebra I and Geometry EOC Assessments

Action Step 2

Provide training to incorporate strategies for science-based learning - Interactive Notebooks (IAN) Labs.

Person or Persons Responsible

Science Dept. Chair and Science Liaison

Target Dates or Schedule

October, 2013

Evidence of Completion

Formative Assessment - District Benchmark Assessments, Chapter Tests, School Science Fair projects, student Interactive Notebooks (IAN), lab reports, student folders, and lesson plans. Summative Assessment - Results of the 2014 FCAT Science and Mathematics 2.0 Assessments, 2014 Algebra I and Geometry EOC Assessments

Facilitator:

Science Dept. Chair

Participants:

Science Dept. Chair

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

Administrators will monitor Science, Mathematics, Career Technical Education, Advanced Academics, Curriculum Coach, Science Leader, and STEM teachers.

Person or Persons Responsible

Administrative Team, Science Dept. Chair, Math Dept. Chair, Math and Science Liaisons

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment - District Benchmark Assessments, Chapter Tests, School Science Fair, student Interactive Notebooks, student folders, and lesson plans. Summative Assessment - Results of the 2014 FCAT Science and Mathematics 2.0 Assessments, 2014 Algebra I and Geometry EOC Assessments, Science Fair projects

Plan to Monitor Effectiveness of G8.B1.S1

The STEM team and/or administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

Administrative Team, Math Dept. Chair, Science Dept. Chair, Math and Science Liaisons

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment - District Benchmark Assessments, Chapter Tests, School Science Fair, student Interactive Notebooks, student folders, and lesson plans. Summative Assessment - Results of the 2014 FCAT Science and Mathematics 2.0 Assessments, 2014 Algebra I and Geometry EOC Assessments, Science Fair projects

G9. Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of instructional time.

G9.B1 Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students retained in third grade and students who are non-proficient in reading by third grade, students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that led to suspension.

G9.B1.S1 MTSS/RtI along with the Attendance Review Committee and teachers will meet with parents on a quarterly basis to monitor progress and provide necessary interventions.

Action Step 1

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team and the Truancy Intervention Program Team.

Person or Persons Responsible

MTSS/RtI, Attendance Review Committee, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Review Committee Meeting Logs, Attendance Agreements, District Truancy Referral Reports, Student Case Management Referral Forms.

Action Step 2

MTSS/Rtl will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person or Persons Responsible

MTSS/Rtl, Attendance Review Committee, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Review Committee Meeting Logs, Attendance Agreements, District Truancy Referral Reports, Student Case Management Referral Forms.

Action Step 3

A reward system will continue to recognize students for perfect attendance through the attendance lottery and outstanding citizenship through "Do the Right Thing", and Student of the Month Assemblies.

Person or Persons Responsible

Administrative Team, Teachers, Counselors, Student of the Month Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Students of the Month Lists, Do the Right Thing Reports, Perfect Attendance Quarterly Report

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

The administrative team will monitor that these strategies are implemented.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Review Committee Meeting Logs, Attendance Agreements, Quarterly Perfect Attendance Reports, District Truancy Referral Reports, Student Case Management Referral Forms.

Plan to Monitor Effectiveness of G9.B1.S1

The administrative team will review reports and forms to ensure progress is being made and adjust strategies and interventions as needed using the FCIM process.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Review Committee Meeting Logs, Attendance Agreements, Quarterly District Attendance Reports, District Truancy Referral Reports, Student Case Management Referral Forms.

G9.B2 Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who miss 10 percent or more of the available instructional time, the number of students who failed a math course, students who failed two or more courses in any subject, along with students who receive two or more behavioral referrals.

G9.B2.S1 Attendance Review Team will meet with parents to develop strategies in increasing student achievement.

Action Step 1

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI and the Truancy Intervention Program Team.

Person or Persons Responsible

Administrative Team, Attendance Review Committee, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Review Committee Meeting Logs, Quarterly Attendance Reports, Attendance Agreements, District Truancy Referral Reports, Student Case Management Referral Forms.

Action Step 2

The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person or Persons Responsible

Administrative Team, Attendance Review Committee, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Review Committee Meeting Logs, Quarterly Attendance Reports, Attendance Agreements, District Truancy Referral Reports, Student Case Management Referral Forms.

Action Step 3

Continue the school's reward system by recognizing students for perfect attendance and outstanding citizenship.

Person or Persons Responsible

Administrative Team, Attendance Review Committee, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Review Committee Meeting Logs, Quarterly Attendance Reports, Attendance Agreements, District Truancy Referral Reports, Student Case Management Referral Forms.

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

The administrative team will monitor these strategies as implemented.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Review Committee Meeting Logs, Attendance Agreements, Quarterly Perfect Attendance Reports, District Truancy Referral Reports, Student Case Management Referral Forms.

Plan to Monitor Effectiveness of G9.B2.S1

The administrative team will monitor these strategies as implemented.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Review Committee Meeting Logs, Attendance Agreements, Quarterly Perfect Attendance Reports, District Truancy Referral Reports, Student Case Management Referral Forms.

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

First through fifth grade students meeting criteria and staffed participate in the Full Time Gifted Program. Students are provided with enrichment activities through open ended tasks, problem solving, curriculum compacting, content acceleration creative writing activities, presentations, and projects based on their individual strengths and program goals in addition to the core curriculum

Career and Technical Education

Develop a schedule for monthly guest speakers from from Dade Partners to expose students to a variety of employment opportunities. Students will then build an understanding of and an appreciation for the career choices available.

Nutritional Program

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition and Health education is taught through the physical education department. The School Food Service Program ensures that the Healthy Food and Beverage Guidelines of the adopted District's Wellness Policy are adhered to concerning breakfast, lunch and snack options.

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. On the 2013 FCAT 2.0 Reading, 86% of students at Coral Gables Preparatory Academy scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 87 % of students to score at Level 3 or above, an increase of one percentage point.

G1.B1 The area of deficiency for the ELL and White subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited English language acquisition skills for the ELL subgroup and limited exposure to instructional strategies for the White subgroup. Students struggled with main idea and relevant details.

G1.B1.S1 Provide students with opportunities to read and comprehend literature and information text independently and proficiently.

PD Opportunity 1

Professional Development opportunities will take place to infuse District Pacing Guides with Common Core State Standards and Next Generation Sunshine State Standards and to review new McGraw Hill Literature Series textbook series, Reading Plus, Success Maker, and Accelerated Reader/STAR.

Facilitator

Grade Level Chairs, Reading Contact, Media Specialist

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Classroom Assessments, Student Work, FAIR Assessments, Baseline and Interim Assessments, Review of data including Accelerated Reader, STAR Teacher/Student Reports, and Reading Plus. Summative Assessments – Results for the 2014 FCAT 2.0 Assessment

G2. On the 2013 FCAT 2.0 Writing, 87% of students at Coral Gables Preparatory Academy scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 88% of students to score at Level 3.5 or above, an increase of one percentage point.

G2.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was focus and elaboration. Students need to present detailed evidence, examples, and reasoning to support effective arguments. Students also need to incorporate real life experience into their writing.

G2.B1.S1 Provide students with opportunities to incorporate real life experiences into their writing.

PD Opportunity 1

Provide a Writing PD that reviews the following information: Using State FCAT and FCAT 2.0 Writing Scoring Rubric, Vertical Alignment to Show Application of the Holistic Rubric for FCAT 2.0 Writing (elementary), Anchor Sets , and the Calibration Scoring Guides.

Facilitator

Ms. Wolff and Ms. Tapanes

Participants

Teachers

Target Dates or Schedule

October 10, 2013

Evidence of Completion

Formative Assessment – Writing Student Folders and Journals, District Writing Interim Assessments and Pre/Mid/Post-tests. Summative Assessment – Results of the 2014 FCAT Writing 2.0 Assessment

PD Opportunity 2

Provide a Parent Writing Training that reviews effective writing instruction needed to develop students' lifelong writing skills.

Facilitator

Ms. Wolff and Ms. Tapanes

Participants

Teachers

Target Dates or Schedule

October, 2013

Evidence of Completion

Formative Assessment – Writing Student Folders and Journals, District Writing Interim Assessments and Pre/Mid/Post-tests. Summative Assessment – Results of the 2014 FCAT Writing 2.0 Assessment

G3. On the 2013 FCAT 2.0 Mathematics, 75% of students at Coral Gables Preparatory Academy scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 84% of students to score at Level 3 or above, an increase of nine percentage points.

G3.B1 The Economically Disadvantaged and Students with Disabilities subgroups did not make their 2012-2013 AMO. ED and SWD students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems. The area of deficiency as noted on the 2013 FCAT 2.0 mathematics administration was Reporting Category 1: Number: Operations, Problems, and Statistics. Students have limited access to a variety of technological programs.

G3.B1.S1 Provide students with opportunities to develop exploration and inquiry activities to maintain or increase an understanding of skills.

PD Opportunity 1

Professional Development opportunities will take place to infuse District Pacing Guides with Common Core State Standards and Next Generation Sunshine State Standards and to review new edition of Go Math textbook series.

Facilitator

Math Liaison

Participants

Teachers, Math Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

PD roster, PD Sign in sheet, Classroom walk-throughs, classroom assessments, student folders

G3.B2 The Hispanic and White subgroups did not make their 2012-2013 AMO. Hispanic and White subgroups need multiple opportunities to enhance mathematical fluency and problem solving skills in the areas of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations. The area of deficiency as noted on the 2013 FCAT 2.0 Mathematics administration was Reporting Category 2: Base Ten and Fractions.

G3.B2.S1 Provide students with contexts for mathematical exploration and the development of student understanding of numbers and operations.

PD Opportunity 1

Professional Development opportunities will take place to infuse math-based inquiry learning - Interactive Notebooks (IAN) with Common Core State Standards and Next Generation Sunshine State Standards.

Facilitator

Math Liaison

Participants

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

PD Roster and PD Sign-In sheets

G4. On the 2013 FCAT 2.0 Science, 72% of the 5th graders at CGPA scored at Lev 3 or above and 75% of 8th graders scored at Lev 3 or above. Our goal on the 2014 FCAT 2.0 Science- 75% of 5th graders and 78% of 8th graders to score at Lev 3 or above .

G4.B1 As noted on the 2013 administration of the Grade 5 FCAT Science 2.0 Test, the area of deficiency is in the areas of Physical Science and Life Science. Students have limited exposure to instructional strategies and activities that are linked to increase rigor strategies and activities that are linked to increase rigor through inquiry-based learning in Physical Science and Life Science.

G4.B1.S1 Utilize district developed science resources to support objectives.

PD Opportunity 1

Training will be provided on the scientific process to ensure that all teachers can effectively guide and assist their students to develop Science Fair projects.

Facilitator

Science Liaison

Participants

Science Liaison

Target Dates or Schedule

September, 2013

Evidence of Completion

Training Agenda and Sign In Sheets, Science Fair Components Completion Logs, Students' and Class Science Fair Projects.

PD Opportunity 2

Parent training will be provided on the scientific process to ensure that all parents understand all the required Science Fair Project components needed to complete a Science Fair Project.

Facilitator

Science Liaison

Participants

Science Liaison

Target Dates or Schedule

September, 2013

Evidence of Completion

Training Agenda and Sign In Sheets, Students' Science Fair Projects

G8. Our goal for the 2013-2014 school year is to incorporate the STEM best practices to provide students with preparation needed to participate in STEM courses in the future.

G8.B1 Time constraints for ensuring STEM standards are integrated and STEM practices are implemented in the classroom during accelerated Science and Mathematics courses. Students have limited exposure to instructional strategies and activities that are linked to increase rigor through inquiry-based learning.

G8.B1.S1 Although our school participated in the District Science Fair, South Florida Regional Science Fair, District Math Bowl, and the Fairchild Challenge, we would like to increase the participation rate in other STEM-related events.

PD Opportunity 1

Provide training to incorporate strategies for science-based learning - Interactive Notebooks (IAN) Labs.

Facilitator

Science Dept. Chair

Participants

Science Dept. Chair

Target Dates or Schedule

October, 2013

Evidence of Completion

Formative Assessment - District Benchmark Assessments, Chapter Tests, School Science Fair projects, student Interactive Notebooks (IAN), lab reports, student folders, and lesson plans.
Summative Assessment - Results of the 2014 FCAT Science and Mathematics 2.0 Assessments, 2014 Algebra I and Geometry EOC Assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|------|-------------|-------|
| | Total | \$0 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Total |
|----------------|------------------------|-------|
| | | \$0 |
| Total | | \$0 |

Budget Details

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

G1. On the 2013 FCAT 2.0 Reading, 86% of students at Coral Gables Preparatory Academy scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 87 % of students to score at Level 3 or above, an increase of one percentage point.

G1.B1 The area of deficiency for the ELL and White subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited English language acquisition skills for the ELL subgroup and limited exposure to instructional strategies for the White subgroup. Students struggled with main idea and relevant details.

G1.B1.S1 Provide students with opportunities to read and comprehend literature and information text independently and proficiently.

Action Step 1

Students will be provided with a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, understanding text structures, and summarizing text. Teachers should emphasize instruction that helps students build stronger arguments to support their answers through the use of Scholastic/Time for Kids and Science News for Kids (online access) magazines.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed