2013-2014 SCHOOL IMPROVEMENT PLAN

Coral Way K 8 Center

1950 SW 13TH AVE

Miami, FL 33145

305-854-0515

http://coralwayelementary.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	Yes	76%

Alternative/ESE Center	Charter School	Minority Rate
No	No	93%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

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

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

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

Table of Contents

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 Way K 8 Center

Principal
Mayte Dovale

School Advisory Council chair
Gina Sands-Wallace

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

Name	Title
Mayte Dovale	Principal
Gabriel Canales	Assistant Principal
ReAndra Jordan	Assistant Principal
Isabel Sibliesz	Assistant Principal
Ileana Sotolongo	Assistant Principal
Dora Barrios	Reading Coach
Maritza Garneff	Reading Coach

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

1 Principal/3 BCR/5 Teachers/1 Alternate Teacher/1 Student/1 Alternate Student/1 Educational Support/1 Alternate Educational Support/5 Parents/1 Alternate Parent/1 Union Steward

Involvement of the SAC in the development of the SIP

SAC assisted with the development of this SIP plan by contributing strategies and barriers to each area.

Activities of the SAC for the upcoming school year

The School Advisory Council for the upcoming year includes meeting regularly, recognition of student achievement and provide incentive for staff.

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

Projected use of SAC funds are for the Accelerated Reader (AR) program. The amount allocated to AR is $7,050.00.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

# of administrators

5

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Mayte Dovale		
Principal	Years as Administrator: 13	Years at Current School: 1

Credentials	Elem. ED/Reading/Primary ED/ED Leadership
Performance Record	2013 School Grade A Rdg. Proficiency, 71% Math Proficiency, 67% Rdg. Lrg. Gains, 76points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 25% - 85 points Math Imp. of Lowest 25% - 80 points Rdg. AMO N Math AMO N 2012 School Grade A Rdg. Proficiency, 75% Math Proficiency, 74% Rdg. Lrg. Gains, 84 points Math Lrg. Gains, 78points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 63 points Rdg. AMO N Math AMO N 2011 School Grade A Rdg. Proficiency, 88% Math Proficiency, 88% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 56 points Rdg. Imp. of Lowest 25% 78 points Math Imp. of Lowest 25% 63points Rdg. AMO N Math AMO N 2010 School Grade B Rdg. Proficiency, 83% Math Proficiency, 82% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% 49 points Math Imp. of Lowest 25% 70 points Rdg. AMO N Math AMO N 2009 School Grade A Rdg. Proficiency, 81% Math Proficiency, 77% Rdg. Lrg. Gains, 78 points

Math Lrg. Gains, 66 points
Rdg. Imp. of Lowest 25%
77 points
Math Imp. of Lowest 25%
73 points
Rdg. AMO N
Math AMO N

ReAndra Jordan		
Asst Principal	Years as Administrator: 9	Years at Current School: 6

Credentials	English 6-12/Middle Grades English/ED Leadership
Performance Record	2013 School Grade A Rdg. Proficiency, 60% Math Proficiency, 60% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 75 points Rdg. Lowest 25% - 77 points Math Lowest 25% - 76 points Rdg. AMO - N Math AMO– N 2012 School Grade A Rdg. Proficiency, 64% Math Proficiency, 59% Rdg. Lrg. Gains, 74 points Math Lrg. Gains, 72points Rdg. Lowest 25% - 79 points Math Lowest 25% - 66 points Rdg. AMO – N Math AMO– N 2011 School Grade A Rdg. Proficiency, 72% Math Proficiency, 66% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 61 points Rdg. Lowest 25% - 64 points Math Lowest 25% - 61points Rdg. AMO – N Math AMO - N 2010 School Grade A Rdg. Proficiency, 80% Math Proficiency, 75% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 64 points Rdg. Lowest 25% - 69 points Math Lowest 25% - 58 points Rdg. AMO – N Math AMO - N 2009 School Grade A Rdg. Proficiency, 81% Math Proficiency, 78% Rdg. Lrg. Gains, 74 points Math Lrg. Gains, 68 points Rdg. Lowest 25% - 79 points Math Lowest 25% - 66 points Rdg. AMO – N Math AMO - N

Isabel Siblesz		
Asst Principal	Years as Administrator: 18	Years at Current School: 3

Credentials	BUS ED/ELEM ED/Gifted/Ed. Leadership
Performance Record	2013 School Grade A Rdg. Proficiency, 60% Math Proficiency, 60% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 25% - 77 points Math Imp. of Lowest 25% - 76 points Rdg. AMO – N Math AMO– N 2012 School Grade A Rdg. Proficiency, 64% Math Proficiency, 59% Rdg. Lrg. Gains, 74 points Math Lrg. Gains, 72points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 66 points Rdg. AMO - N Math AMO - N 2011 School Grade A Rdg. Proficiency, 72% Math Proficiency, 66% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 61points Rdg. AMO - N Math AMO - N 2010 Assigned to District Office 2009 Assigned to District Office

Gabriel Canales		
Asst Principal	Years as Administrator: 8	Years at Current School: 1

Credentials	Social Science/MG Social Science/ED Leadership
Performance Record	2013 School Grade A Rdg. Proficiency, 60% Math Proficiency, 60% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 25% - 77 points Math Imp. of Lowest 25% - 76 points Rdg. AMO – N Math AMO– N 2012 School Grade A Rdg. Proficiency, 64% Math Proficiency, 59% Rdg. Lrg. Gains, 74 points Math Lrg. Gains, 72points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 66 points Rdg. AMO – N Math AMO– N 2011 School Grade A Rdg. Proficiency, 72% Math Proficiency, 66% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 61points Rdg. AMO – N Math AMO N 2010 School Grade A Rdg. Proficiency, 67% Math Proficiency, 63% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 66 points Rdg. AMO – N Math AMO N 2009 School Grade A Rdg. Proficiency, 65% Math Proficiency, 61%

Rdg. Lrg. Gains, 58 points
Math Lrg. Gains, 71 points
Rdg. Imp. of Lowest 25% -
74 points
Math Imp. of Lowest 25% -
72 points
Rdg. AMO – N
Math AMO N

Ileana Sotolongo		
Asst Principal	Years as Administrator: 15	Years at Current School: 11

Credentials	BUS ED/ELEM ED/Gifted/Ed. Leadership
Performance Record	2013 School Grade A Rdg. Proficiency, 71% Math Proficiency, 67% Rdg. Lrg. Gains, 76points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 25% - 85 points Math Imp. of Lowest 25% - 80 points Rdg. AMO N Math AMO N 2012 School Grade A Rdg. Proficiency, 75% Math Proficiency, 74% Rdg. Lrg. Gains, 84 points Math Lrg. Gains, 78points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 63 points Rdg. AMO N Math AMO N 2011 School Grade A Rdg. Proficiency, 88% Math Proficiency, 88% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 56 points Rdg. Imp. of Lowest 25% 78 points Math Imp. of Lowest 25% 63points Rdg. AMO N Math AMO N 2010 School Grade B Rdg. Proficiency, 83% Math Proficiency, 82% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% 49 points Math Imp. of Lowest 25% 70 points Rdg. AMO N Math AMO N 2009 School Grade A Rdg. Proficiency, 81% Math Proficiency, 77% Rdg. Lrg. Gains, 78 points

Math Lrg. Gains, 66 points
Rdg. Imp. of Lowest 25%
77 points
Math Imp. of Lowest 25%
73 points
Rdg. AMO N
Math AMO N

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Dora Barrios		
Full-time / School-based	Years as Coach: 12	Years at Current School: 24

Areas	Reading/Literacy, Data, RtI/MTSS
Credentials	ELEM ED/Reading/ESOL/Gifted
Performance Record	2013 School Grade A Rdg. Proficiency, 60% Rdg. Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 77 points Rdg. AMO – N Math AMO– N 2012 School Grade A Rdg. Proficiency, 64% Rdg. Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 79 points Rdg. AMO – N 2011 School Grade A Rdg. Proficiency, 72% Rdg. Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 64 points Rdg. AMO – N 2010 School Grade A Rdg. Proficiency, 80% Rdg. Lrg. Gains, 71 points Rdg. Lowest 25% - 69 points Rdg. AMO – N 2009 School Grade A Rdg. Proficiency, 81% Rdg. Lrg. Gains, 74 points Rdg. Lowest 25% - 79 points Rdg. AMO – N

Maritza Garneff		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	ELEM ED/Reading/ESOL/Gifted	
Performance Record	2013 School Grade A Rdg. Proficiency, 71% Rdg. Lrg. Gains, 76points Rdg. Imp. of Lowest 25% - 85 points Rdg. AMO – N 2012 School Grade A Rdg. Proficiency, 75% Rdg. Lrg. Gains, 84 points Rdg. Imp. of Lowest 25% - 75 points Rdg. AMO - N 2011 School Grade A Rdg. Proficiency, 88% Rdg. Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% 78 points Rdg. AMO - N 2010 School Grade B Rdg. Proficiency, 83% Rdg. Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% 49 points Rdg. AMO N 2009 School Grade A Rdg. Proficiency, 81% Rdg. Lrg. Gains, 78 points Rdg. Imp. of Lowest 25% 77 points Rdg. AMO N	

Classroom Teachers

# of classroom teachers
99

 # receiving effective rating or higher
99, 100%

 # Highly Qualified Teachers
76%

 # certified in-field
95, 96%

 # ESOL endorsed
67, 68%

 # reading endorsed
5, 5%

 # with advanced degrees
41, 41%

 # National Board Certified
13, 13%

 # first-year teachers
2, 2%

 # with 1-5 years of experience
1, 1%

 # with 6-14 years of experience
43, 43%

 # with 15 or more years of experience
53, 54%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
3

 # 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

Attendance at education and general career fairs locally, in state, and nationally
Utilization of web-based recruiting as a low-cost, effective method to attract new recruits
Offers of hiring commitment (pre-contract binders) to education majors eligible to teacher critical shortage areas
Conducting seminars with non-education majors at selected colleges/universities prior to their graduation
Principal will monitor all strategies.

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

N/A

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

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

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

The MTSS Leadership team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.
The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The Leadership Team will:
1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• How will we respond when students have not learned? (Response to intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

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

The Leadership Team maintains a connection to the school's Response to Intervention process by using the MTSS problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The Leadership Team meets monthly to discuss data trends, interim results, behavioral/social issues, and any other pertinent issues as it relates to maintaining a high performing school. The Leadership Team will also utilize the Comprehensive Reading Plan (CCRP) and common core.

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
• Adjust the delivery of curriculum and instruction to meet the specific needs of students
• Adjust the delivery of behavior management system
• Adjust the allocation of school-based resources
• Drive decisions regarding targeted professional development
• Create student growth trajectories in order to identify and develop interventions
2. Manage data for Reading, Mathematics, Science, and Writing will include:
ACADEMIC
• Fair Assessment
• Interim Assessment
• State/Local Math and Science assessments
• FCAT
• Edusoft
• Student grades
• School site specific assessments
BEHAVIOR
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance

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

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:

ISP
ELL Tutoring
Enrichment Classes

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Data is collected through Interim Assessments, Teacher created test, and formal testing.

Who is responsible for monitoring implementation of this strategy?

Teacher, Coaches, Administrators

Literacy Leadership Team (LLT)

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

Name	Title
Mayte Dovale	Principal
Gabriel Canales	Assistant Principal
ReAndra Jordan	Assistant Principal
Isabel Siblesz	Assistant Principal
Ileana Sotolongo	Assistant Principal
Montserett Ledo	Lead Teacher
Christina Vasquez	Lead Teacher
Dora Barrios	Reading Coach
Maritza Garneff	Reading Coach

How the school-based LLT functions

The Literacy Leadership Team maintains a connection to the school's Response to Intervention process by using the MTSS problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The Literacy Leadership Team meets monthly to discuss data trends, interim results, behavioral/social issues, and any other pertinent issues as it relates to maintaining a high performing school. The LLT will also utilize the Comprehensive Reading Plan (CCRP) and common core.

Major initiatives of the LLT

• Provide Professional Development in the disaggregation of interim data reports.
• Utilizing the CCRP
• Integrating Reading into daily interventions across the curriculum.

Every Teacher Contributes to Reading Instruction

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

Each teacher in grades six through eight will be given professional development in Best Practices for Teaching Reading in a Content Area. Teachers in the middle school will also attend workshops on integrating Reading in their assigned curriculum. Also, Reading and Language Arts teachers will plan with elective teachers, to ensure consistency across the curriculum. Administrators will monitor to assure the above strategies are utilized.

Preschool Transition

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

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

Title I Administration assists Coral Way K-8 Center by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.
At Coral Way K-8 Center, all incoming Kindergarten students are assessed within the first semester of kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the assessments used to assess basic academic skill development and academic school readiness of incoming students are the Florida Kindergarten Readiness Screener (FLKRS), Early Childhood Observation System (ECHOS) , Comprehensive English Language Learners Assessment (CELLA), and Florida Assessments for Instruction in Reading (FAIR). Screening data will be collected and aggregated prior to October 2, 2013. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students of individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.
Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.
For the upcoming year, Coral Way K-8 Center will expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal/assistant principal 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

School offers AP Spanish courses and Humanities courses that can be utilized for transition to the IB or Cambridge programs.

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

Career Fairs
Meeting with counselors at the end of each term.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	60%	No	72%
American Indian				
Asian	93%	88%	No	94%
Black/African American				
Hispanic	68%	58%	No	71%
White	81%	72%	No	83%
English language learners	46%	34%	No	51%
Students with disabilities	40%	24%	No	46%
Economically disadvantaged	63%	55%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	283	27%	36%
Students scoring at or above Achievement Level 4	332	32%	36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)		77%	79%

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)	228	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	124	29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	131	30%	37%

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	205	60%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	60%	No	67%
American Indian				
Asian	93%	94%	Yes	94%
Black/African American				
Hispanic	63%	58%	No	66%
White	69%	66%	No	72%
English language learners	48%	43%	No	53%
Students with disabilities	36%	22%	No	42%
Economically disadvantaged	58%	55%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	282	29%	36%
Students scoring at or above Achievement Level 4	277	28%	31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		76%	78%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		54%	59%
Middle school performance on high school EOC and industry certifications		94%	95%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	40%	41%
Students scoring at or above Achievement Level 4	28	54%	54%

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	49	27%	31%
Students scoring at or above Achievement Level 4	31	17%	19%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	25%	28%
Students scoring at or above Achievement Level 4	52	28%	29%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	80	20%	25%

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	114	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	37	4%	3%
Students who are not proficient in reading by third grade	73	43%	39%
Students who receive two or more behavior referrals	130	9%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	76	5%	4%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	50	10%	9%
Students who fail an English Language Arts course	17	3%	2%
Students who fail two or more courses in any subject	44	8%	7%
Students who receive two or more behavior referrals	130	9%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	76	5%	4%

Goals Summary

G1. The results of the 2013 FCAT 2.0 Reading indicate that 60% of students achieved proficiency (Level 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 12 percentage points to 72%.

G2. The results of the 2013 FCAT 2.0 Writing assessment indicates that 60% of students achieved a score of 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving a 3.5 or higher by 4 percentage points to 64%.

G3. The results of the 2013 FCAT 2.0 Mathematics indicate that 60% of students achieved proficiency (Level 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 7 percentage points to 67%.

G4. The results of the 2013 Algebra 1 EOC indicate that 94% of students achieved proficiency (Level 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1 percentage point to 95%.

G5. The results of the 2013 FCAT 2.0 Science indicate that 44% of 5th graders achieved proficiency (Levels 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 6 percentage points to 50%.

G6. The results of the 2013 FCAT 2.0 Science indicate that 53% of 8th graders achieved proficiency (Levels 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 4 percentage points to 57%.

G7. Our goal for the 2013-2014 school year is to increase the number of STEM activities from 2 to 3.

G8. The results of the 2013 Civics Baseline Assessment indicate that 1% of students achieved proficiency (a score of 70% or higher). Our goal for the Winter Interim Assessment is to increase the percentage of students achieving proficiency to 20%.

G9. The EWS goal is to reduce the number of suspensions by 1%.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading indicate that 60% of students achieved proficiency (Level 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 12 percentage points to 72%.

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

Resources Available to Support the Goal
- McGraw-Hill Wonders Reading Series, Accelerated Reader, Success Maker, Reading Plus, Reading Coaches, Professional Development

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application. Subgroups not making AMO: Asian, Hispanic, White, English Language Learners, Students with Disabilities, and the Economically Disadvantaged subgroups did not reach their 2013 Targets of scoring at or above Level 3 on the FCAT Reading 2.0.

- FCAT 2.0 Level 3: 27% of students scored at or above Level 3.

- FCAT 2.0 Level 4 and above: 32% of students scored at or above Level 4.

- Learning Gains-All: 70% of students made learning gains in the 2013 FCAT 2.0 Reading assessment. This is a decrease of 4 percentage points from the previous year.

- Learning Gains-Lowest 25%: 77% of students made learning gains in the FCAT 2.0 Reading assessment. This is a decrease of 2 percentage points from the previous year.

- CELLA Listening and Speaking:53% of students scored proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)

- CELLA Writing: 30% of students scored proficient in writing (students write in English at grade level in a manner similar to non-ELL students)

- CELLA Reading: 29% of students scored proficient in reading (students read grade-level text in English in a manner similar to non-ELL students).

Plan to Monitor Progress Toward the Goal

Review data; adjust as needed using the FCIM model.

Person or Persons Responsible
Administrators, MTSS/Rti Teachers, LLT

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: District Assessments. Summative: Results of the 2014 FCAT 2.0 Exam

G2. The results of the 2013 FCAT 2.0 Writing assessment indicates that 60% of students achieved a score of 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving a 3.5 or higher by 4 percentage points to 64%.

Targets Supported

- Writing

Resources Available to Support the Goal

- McGraw-Hill Wonders Reading Series, District Writing Pacing Guides & Mini Lessons, Reading Coaches, Professional Development, FCAT 2.0 Writing Papers & Calibration Rubrics.

Targeted Barriers to Achieving the Goal

- Grade 4 FCAT 3.5 and above: 54% of students received a score of 3.5 or higher in the 4th grade Narrative prompt.

- Grade 8 FCAT 3.5 and above: 64% of students received a score of 3.5 or higher in the 8th grade Persuasive prompt.

Plan to Monitor Progress Toward the Goal

Review writing data: adjust as needed using FCIM.

Person or Persons Responsible

Administrators, MTSS/RTi, LLT, Classroom Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: District Writing Assessments. Summative: Results of the 2014 FCAT Writing Exam

G3. The results of the 2013 FCAT 2.0 Mathematics indicate that 60% of students achieved proficiency (Level 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 7 percentage points to 67%.

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)

Resources Available to Support the Goal

- Houghton Mifflin Go Math Series, SuccessMaker Math, Think Central, Manipulatives, Math GIZMOS, Math Liaison, Professional Development.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Geometry & Measurement. Subgroups not making AMO: The Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged subgroups did not reach their 2013 Targets of scoring at or above Level 3 on the FCAT Mathematics 2.0.

- FCAT 2.0 Level 3: 29% of students scored at or above Level 3.

- FCAT 2.0 Level 4 and above: 28% of students scored at or above Level 4.

- Learning Gains-All: 75% of students made learning gains in the 2013 FCAT 2.0 Math assessment.

- Learning Gains-Lowest 25%: 76% of students made learning gains in the FCAT 2.0 Math assessment.

Plan to Monitor Progress Toward the Goal

Review data, adjust as needed using the FCIM.

Person or Persons Responsible

Administrators, MTSS/RTi, Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: District Assessments. Summative: Results of the 2014 FCAT 2.0 Mathematics Exam

G4. The results of the 2013 Algebra 1 EOC indicate that 94% of students achieved proficiency (Level 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1 percentage point to 95%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Math Department Chairperson, Math textbook series, GIZMOS, manipulatives

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 administration of the Algebra 1 EOC was in the category of Polynomials. The average percent correct in this category was 52%. Students at Level 3: 40% of students scored a Level 3.
- Students at Level 4 and above: 54% of students scored a Level 4 or above.

Plan to Monitor Progress Toward the Goal

Review data; adjust as needed using the FCIM model

Person or Persons Responsible
Administrators, MTSS/Rti, Classroom Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: District assessments. Summative: Results of the 2014 Algebra 1 EOC

G5. The results of the 2013 FCAT 2.0 Science indicate that 44% of 5th graders achieved proficiency (Levels 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 6 percentage points to 50%.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Scott Foresman Science Series, District Pacing Guides, Weekly Labs, Manipulatives, GIZMOS, Brain Pop, Discovery Education

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 administration of the fifth grade FCAT 2.0 Science Test was Nature of Science. FCAT Level 3: 27% of fifth grade students received a Level 3.
- FCAT Level 4 and above: 17% of fifth grade students received a Level 4 and above.

Plan to Monitor Progress Toward the Goal

Following the FCIM, data from district interim assessments will be reviewed in order to monitor student's progress and adjust instruction as needed.

Person or Persons Responsible
Administrators, MTSS/RTi, Teachers

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: District Interim Assessments, Science Lab Journals, Benchmark Assessments. Summative assessments: Results of the 2014 FCAT 2.0 Science

G6. The results of the 2013 FCAT 2.0 Science indicate that 53% of 8th graders achieved proficiency (Levels 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 4 percentage points to 57%.

Targets Supported
- Science

- Science - Middle School

Resources Available to Support the Goal
- Scott Foresman Science Series, District Pacing Guides, Weekly Labs, Manipulatives, GIZMOS, Brain Pop, Discovery Education

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 administration of the eighth grade FCAT 2.0 Science Test was Nature of Science. FCAT Level 3: 25% of fifth grade students received a Level 3.

- FCAT Level 4 and above: 28% of fifth grade students received a Level 4 and above.

Plan to Monitor Progress Toward the Goal

Following the FCIM, data from district assessments will be reviewed in order to monitor student's progress and adjust instruction as needed.

Person or Persons Responsible
Administrators, MTSS/Rti, Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: District Assessments, Science Lab Journals, Benchmark Assessments. Summative assessments: Results of the 2014 FCAT 2.0 Science

G7. Our goal for the 2013-2014 school year is to increase the number of STEM activities from 2 to 3.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Community Involvement, Science & MathematicsTeachers, PTA, Take home bulletins, School website

Targeted Barriers to Achieving the Goal
- Number of Experiences: Our school provided 2 opportunities for students to be involved in STEM related activities.
- Percent Participation: Our school's 2013 barrier was the low percentage of participation due to limited advertisement and promotion of STEM related activities to students, parents, and the community.

Plan to Monitor Progress Toward the Goal

STEM meetings will be conducted to discuss the planning and implementation of STEM related activities that could be done on and off the school-site.

Person or Persons Responsible
Administration, Classroom Teachers, Math & Science Liasons/Department Chairpersons

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Meeting Agendas & Sign in sheets, STEM event sign in sheets, promotion of STEM activities in the school's monthly calendars, school bulletins, web page, ConnectEd messaging, and morning announcements.

G8. The results of the 2013 Civics Baseline Assessment indicate that 1% of students achieved proficiency (a score of 70% or higher). Our goal for the Winter Interim Assessment is to increase the percentage of students achieving proficiency to 20%.

Targets Supported
- Civics EOC

Resources Available to Support the Goal
- Civics Textbook series, Classroom teachers

Targeted Barriers to Achieving the Goal
- One percent of students achieved proficiency (a score of 70% or higher) in the 2013 Civics Baseline Assessment.

Plan to Monitor Progress Toward the Goal

REview data; adjust as needed using the FCIM model

Person or Persons Responsible
Administrators, MTSS/ Rti, Civics Department Chairperson

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Classroom Benchmark/Unit Exams. Summative: Results of the Winter Interim District Assessment

G9. The EWS goal is to reduce the number of suspensions by 1%.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Attendance Review Committee

Targeted Barriers to Achieving the Goal
- Elementary Students who miss 10% or More: Students do not adhere to the attendance policy.
- Elementary Students Retained:
- Elementary Students who are not proficient in reading grade 3:
- Elementary Students with 2 or more behavior referrals/one or more that lead to suspension:
- Middle School Students who miss 10% or more:
- Middle school students failing courses as noted in data:
- Middle School Students with one or more behavior referrals:

Plan to Monitor Progress Toward the Goal

Meeting with Teachers

Person or Persons Responsible
Administrators

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Signature Log

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT 2.0 Reading indicate that 60% of students achieved proficiency (Level 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 12 percentage points to 72%.

G1.B1 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application. Subgroups not making AMO: Asian, Hispanic, White, English Language Learners, Students with Disabilities, and the Economically Disadvantaged subgroups did not reach their 2013 Targets of scoring at or above Level 3 on the FCAT Reading 2.0.

G1.B1.S1 Subgroups not making AMO: Use instructional strategies that include: graphic organizers; summarizing activities; questioning the author; anchoring conclusions back to the text (e.g., explaining and justifying decisions); opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); text marking (e.g., making margin notes, highlighting); avoiding the interference of prior knowledge when answering a question; and encourage students to read from a wide variety of texts. MidYear: Implement graphic organizers such as author's purpose chart, two-column notes (opinion/support, conclusion/support, cause/effect), main idea table, gist, summary pyramids, and one sentence summarizers. Emphasis on strategies for driving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Emphasis should also be placed on recognizing implicit meaning or the details within a text that support inferencing for examole, analyzing how 2 or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Action Step 1

Utilize Accelerated Reader

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Three days a week

Evidence of Completion

Formative: District Interim Assessments, weekly skills assessments, Reading Plus, Accelerated Reader, and SuccessMaker reports (Grades 3-5), Achieve 3000. Summative: 2014 FCAT 2.0 Reading Test

Facilitator:

Maritza Garneff

Participants:

Teachers will learn how to utilize Accelerated Reader (AR).

Action Step 2

Utilizing the FCIM, FAIR, Baseline and interim assessment data reports, instruction will be adjusted as needed to Common Core Standards.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Interim Assessments, weekly skills assessments, Reading Plus, Accelerated Reader, and SuccessMaker reports. Summative: 2014 FCAT 2.0 Reading Test

Facilitator:

Teachers/District Personnel

Participants:

Teachers will learn how to utilize Accelerated Reader (AR).

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

Utilizing the FCIM, the Reading coaches, teachers and administrators will review data and adjust instruction as needed. Classroom walk-throughs and monthly grade level meetings will be implemented to ensure fidelity.

Person or Persons Responsible

Administrators, Reading Coaches, Teachers, LLT, MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: District Interim Assessments. Summative Assessments: Results of the 2014 FCAT 2.0 Exam.

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, administrators will conduct classroom observations and data chat meetings to review data and ensure progress and adjustments to interventions are made as needed.

Person or Persons Responsible

Administrators, LLT, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessments. Summative Assessment: Results of the 2014 FCAT 2.0 Exam

G1.B2 FCAT 2.0 Level 3: 27% of students scored at or above Level 3.

G1.B2.S1 FCAT 2.0 Level 3 & FCAT 2.0 Level 4 and above: Read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers.

Action Step 1

Review data; adjust as needed using the FCIM model.

Person or Persons Responsible

Administrators, MTSS/Rti Teachers, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Assessments. Summative: Results of the 2014 FCAT 2.0 Exam

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

Utilizing the FCIM, the Reading coaches, teachers and administrators will review data and adjust instruction as needed. Classroom walk-throughs and monthly grade level meetings will be implemented to ensure fidelity.

Person or Persons Responsible

Administrators, Reading Coaches, Teachers, LLT, MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: District Interim Assessments. Summative Assessments: Results of the 2014 FCAT 2.0 Exam.

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, administrators will conduct classroom observations and data chat meetings to review data and ensure progress and adjustments to interventions are made as needed.

Person or Persons Responsible

Administrators, LLT, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessments. Summative Assessment: Results of the 2014 FCAT 2.0 Exam

G1.B3 FCAT 2.0 Level 4 and above: 32% of students scored at or above Level 4.

G1.B3.S1 FCAT 2.0 Level 3 & FCAT 2.0 Level 4 and above: Read and comprehend literature and informational text at the high end of the 2-3 text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers.

Action Step 1

Review data; adjust as needed using the FCIM model.

Person or Persons Responsible

Administrators, MTSS/Rti Teachers, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Assessments. Summative: Results of the 2014 FCAT 2.0 Exam

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

Utilizing the FCIM, the Reading coaches, teachers and administrators will review data and adjust instruction as needed. Classroom walk-throughs and monthly grade level meetings will be implemented to ensure fidelity.

Person or Persons Responsible

Administrators, Reading Coaches, Teachers, LLT, MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: District Interim Assessments. Summative Assessments: Results of the 2014 FCAT 2.0 Exam.

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM, administrators will conduct classroom observations and data chat meetings to review data and ensure progress and adjustments to interventions are made as needed.

Person or Persons Responsible

Administrators, LLT, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessments. Summative Assessment: Results of the 2014 FCAT 2.0 Exam

G1.B4 Learning Gains-All: 70% of students made learning gains in the 2013 FCAT 2.0 Reading assessment. This is a decrease of 4 percentage points from the previous year.

G1.B4.S1 Learning Gains-All & Learning Gains-Lowest 25%: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Action Step 1

Review data; adjust as needed using the FCIM model.

Person or Persons Responsible

Administrators, MTSS/Rti Teachers, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Assessments. Summative: Results of the 2014 FCAT 2.0 Exam

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

Utilizing the FCIM, the Reading coaches, teachers and administrators will review data and adjust instruction as needed. Classroom walk-throughs and monthly grade level meetings will be implemented to ensure fidelity.

Person or Persons Responsible

Administrators, Reading Coaches, Teachers, LLT, MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: District Interim Assessments. Summative Assessments: Results of the 2014 FCAT 2.0 Exam.

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, administrators will conduct classroom observations and data chat meetings to review data and ensure progress and adjustments to interventions are made as needed.

Person or Persons Responsible

Administrators, LLT, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessments. Summative Assessment: Results of the 2014 FCAT 2.0 Exam

G1.B5 Learning Gains-Lowest 25%: 77% of students made learning gains in the FCAT 2.0 Reading assessment. This is a decrease of 2 percentage points from the previous year.

G1.B5.S1 Learning Gains-All & Learning Gains-Lowest 25%: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. MidYear: ELL tutoring is currently in place for grades K-8 emphasizing reading strategies and vocabulary development. Practice is being provided with prefixes, suffixes, root words and antonyms. Students are being asked to practice using and identifying details from the passage to determine main idea, plot, and purpose.

Action Step 1

Review data; adjust as needed using the FCIM model.

Person or Persons Responsible

Administrators, MTSS/Rti Teachers, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Assessments. Summative: Results of the 2014 FCAT 2.0 Exam

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

Utilizing the FCIM, the Reading coaches, teachers and administrators will review data and adjust instruction as needed. Classroom walk-throughs and monthly grade level meetings will be implemented to ensure fidelity.

Person or Persons Responsible

Administrators, Reading Coaches, Teachers, LLT, MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: District Interim Assessments. Summative Assessments: Results of the 2014 FCAT 2.0 Exam.

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, administrators will conduct classroom observations and data chat meetings to review data and ensure progress and adjustments to interventions are made as needed.

Person or Persons Responsible

Administrators, LLT, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessments. Summative Assessment: Results of the 2014 FCAT 2.0 Exam

G1.B6 CELLA Listening and Speaking:53% of students scored proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)

G1.B6.S1 CELLA Listening and Speaking/CELLA Reading/CELLA Writing: Determine the main idea of a text; recount the key details and explain how they support the main idea. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Action Step 1

Review data; adjust as needed using the FCIM model.

Person or Persons Responsible

Administrators, MTSS/Rti Teachers, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Assessments. Summative: Results of the 2014 FCAT 2.0 Exam

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

Utilizing the FCIM, the Reading coaches, teachers and administrators will review data and adjust instruction as needed. Classroom walk-throughs and monthly grade level meetings will be implemented to ensure fidelity.

Person or Persons Responsible

Administrators, Reading Coaches, Teachers, LLT, MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: District Interim Assessments. Summative Assessments: Results of the 2014 FCAT 2.0 Exam.

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the FCIM, administrators will conduct classroom observations and data chat meetings to review data and ensure progress and adjustments to interventions are made as needed.

Person or Persons Responsible

Administrators, LLT, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessments. Summative Assessment: Results of the 2014 FCAT 2.0 Exam

G1.B7 CELLA Writing: 30% of students scored proficient in writing (students write in English at grade level in a manner similar to non-ELL students)

G1.B7.S1 CELLA Listening and Speaking/CELLA Reading/CELLA Writing: Determine the main idea of a text; recount the key details and explain how they support the main idea. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Action Step 1

Review data; adjust as needed using the FCIM model.

Person or Persons Responsible

Administrators, MTSS/Rti Teachers, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Assessments. Summative: Results of the 2014 FCAT 2.0 Exam

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

Utilizing the FCIM, the Reading coaches, teachers and administrators will review data and adjust instruction as needed. Classroom walk-throughs and monthly grade level meetings will be implemented to ensure fidelity.

Person or Persons Responsible

Administrators, Reading Coaches, Teachers, LLT, MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: District Interim Assessments. Summative Assessments: Results of the 2014 FCAT 2.0 Exam.

Plan to Monitor Effectiveness of G1.B7.S1

Utilizing the FCIM, administrators will conduct classroom observations and data chat meetings to review data and ensure progress and adjustments to interventions are made as needed.

Person or Persons Responsible

Administrators, LLT, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessments. Summative Assessment: Results of the 2014 FCAT 2.0 Exam

G1.B8 CELLA Reading: 29% of students scored proficient in reading (students read grade-level text in English in a manner similar to non-ELL students).

G1.B8.S1 CELLA Listening and Speaking/CELLA Reading/CELLA Writing: Determine the main idea of a text; recount the key details and explain how they support the main idea. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Action Step 1

Utilizing the FCIM, FAIR, Baseline and interim assessment data reports, instruction will be adjusted as needed to Common Core Standards.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Interim Assessments, weekly skills assessments, Reading Plus, Accelerated Reader, and SuccessMaker reports. Summative: 2014 FCAT 2.0 Reading Test

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

Utilizing the FCIM, the Reading coaches, teachers and administrators will review data and adjust instruction as needed. Classroom walk-throughs and monthly grade level meetings will be implemented to ensure fidelity.

Person or Persons Responsible

Administrators, Reading Coaches, Teachers, LLT, MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: District Interim Assessments. Summative Assessments: Results of the 2014 FCAT 2.0 Exam.

Plan to Monitor Effectiveness of G1.B8.S1

Utilizing the FCIM, administrators will conduct classroom observations and data chat meetings to review data and ensure progress and adjustments to interventions are made as needed.

Person or Persons Responsible

Administrators, LLT, MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: District Interim Assessments. Summative Assessment: Results of the 2014 FCAT 2.0 Exam

G2. The results of the 2013 FCAT 2.0 Writing assessment indicates that 60% of students achieved a score of 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving a 3.5 or higher by 4 percentage points to 64%.

G2.B1 Grade 4 FCAT 3.5 and above: 54% of students received a score of 3.5 or higher in the 4th grade Narrative prompt.

G2.B1.S1 Grade 4 FCAT 3.5 and above: Will develop and maintain a writer's notebook/folder to include a table of contents and list topics for first drafts. Student will use supporting details, provide facts and/or opinions through concrete examples, comparisons, real life examples, anecdotes, and/or amazing facts. Students will write daily to increase writing fluency. MidYear: Students participated in six Wednesday Writing workshops in order to practice and target key elements of writing including great beginnings, figurative language, vocabulary development, modeling grabbers/endings, and dialogue techniques. Planning strategies were reviewed to help to organize and sequence student's ideas. In addition, monthly writing prompts were reviewed and edited in classrooms. Teachers conducted mini-conferences with students in order to provide specific feedback Writing word walls were continuously updated and students created a personal lists of sensory words, rhyming words, words with multiple meanings, idioms, similes to assist in writing.

Action Step 1

Utilizing the FCIM, monthly narrative/expository/pursuasive prompts will be scored and reviewed in order to monitor progress and adjust instruction as needed.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly writing reports, District writing assessments, pacing guide mini lessons. Summative Assessments: Results of 2014 FCAT 2.0 Writing Exam

Facilitator:

Coaches/District Personnel

Participants:

Teachers will participate utilize a professional development on the writing pacing guides.

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

Utilizing the FCIM, writing data will be reviewed and discussed during grade level meetings/data chats and used to guide instruction.

Person or Persons Responsible

Administrators, Reading Coaches, Teachers, LLT, MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Monthly Writing Prompts, Writing Logs, Student Journals. Summative: Results of the 2014 FCAT 2.0 Writing Exam

Plan to Monitor Effectiveness of G2.B1.S1

Utilizing the FCIM, administrators will review writing data to ensure progress is being made and instruction is being adjusted as needed.Classroom assessments will be reviewed and classroom observations will be conducted.

Person or Persons Responsible

Administrators, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Writing Assessments, Monthly Prompts, Monthly Writing Logs. Summative: Results of the 2014 FCAT 2.0 Writing Exam

G2.B2 Grade 8 FCAT 3.5 and above: 64% of students received a score of 3.5 or higher in the 8th grade Persuasive prompt.

G2.B2.S1 Grade 8 FCAT 3.5 and above: Student will use transitional words and phrases to connect their position, and ideas. The student will use graphics, or visual media to influence, or emphasize their opinion to the reader. MidYear: Students were involved in classroom activities in order to practice and target key elements of writing including great beginnings, figurative language, vocabulary development, modeling grabbers/endings, and dialogue techniques. Planning strategies were reviewed to help to organize and sequence student's ideas. In addition, monthly writing prompts were reviewed and edited in classrooms. Teachers conducted mini-conferences and peer review opportunities in order to provide specific feedback using Editor's checklist. Use of poetry, print, and media advertisements, editorials, and speeches as examples for student to evaluate persuasive techniques. Students were asked to practice supporting claims with logical reasoning with relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible sources.

Action Step 1

Review writing data: adjust as needed using FCIM.

Person or Persons Responsible

Administrators, MTSS/RTi, LLT, Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Writing Assessments. Summative: Results of the 2014 FCAT Writing Exam

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

Utilizing the FCIM, writing data will be reviewed and discussed during grade level meetings/data chats and used to guide instruction.

Person or Persons Responsible

Administrators, Reading Coaches, Teachers, LLT, MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Monthly Writing Prompts, Writing Logs, Student Journals. Summative: Results of the 2014 FCAT 2.0 Writing Exam

Plan to Monitor Effectiveness of G2.B2.S1

Utilizing the FCIM, administrators will review writing data to ensure progress is being made and instruction is being adjusted as needed.Classroom assessments will be reviewed and classroom observations will be conducted.

Person or Persons Responsible

Administrators, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Writing Assessments, Monthly Prompts, Monthly Writing Logs. Summative: Results of the 2014 FCAT 2.0 Writing Exam

G3. The results of the 2013 FCAT 2.0 Mathematics indicate that 60% of students achieved proficiency (Level 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 7 percentage points to 67%.

G3.B1 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Geometry & Measurement. Subgroups not making AMO: The Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged subgroups did not reach their 2013 Targets of scoring at or above Level 3 on the FCAT Mathematics 2.0.

G3.B1.S1 Subgroups not making AMO: Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. MidYear: Students will be asked to practice retelling use of key vocabulary, structural analysis of the problems, and graphic representations for better understanding. Benchmark tests/topic tests, Interims will be debriefed in the classroom. Distractors will be analyzed and discussed. Parent communication will be increased to discuss student progress. Online math programs are being monitored and progress reviewed with students.

Action Step 1

Utilizing the FCIM, math data will be reviewed and instruction will be adjusted to meet Common Core Standards.Various digital programs will be implemented, such as GIZMOS, Success Maker, and FCAT Explorer to enhance instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Assessments; Student Classwork, Class Assessments. Summative: 2014 FCAT 2.0 Mathematics Test

Facilitator:

Teachers/Coaches/District personnel

Participants:

Teachers will utilize GIZMOS.

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

Utilizing the FCIM, the Math Liaison, teachers, and administrators will review data and adjust instruction as needed.Classroom walk-throughs and grade level meetings will be conducted to ensure fidelity.

Person or Persons Responsible

Administrators, Math Liason, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Interim Assessments. Summative: Results of the 2014 FCAT 2.0 Mathematics Exam

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM, administrators will review data from district/classroom assessments and conduct data chats to ensure progress is being made and adjustments to interventions are made as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments. Summative: Results of the 2014 FCAT 2.0 Mathematics Exam

G3.B2 FCAT 2.0 Level 3: 29% of students scored at or above Level 3.

G3.B2.S1 FCAT 2.0 Level 3 & FCAT 2.0 Level 4 and above: Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of expressions, equations and functions. Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the areas of expressions, equations, and functions. Develop thematic projects to help students understand, analyze, and determine which table, graph, slope or intercepts best describe the real-world situation that is given.

Action Step 1

Utilizing the FCIM, math data will be reviewed and instruction will be adjusted to meet Common Core Standards.Various digital programs will be implemented, such as GIZMOS, Success Maker, and FCAT Explorer to enhance instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Assessments; Student Classwork, Class Assessments. Summative: 2014 FCAT 2.0 Mathematics Test

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

Utilizing the FCIM, the Math Liaison, teachers, and administrators will review data and adjust instruction as needed.Classroom walk-throughs and grade level meetings will be conducted to ensure fidelity.

Person or Persons Responsible

Administrators, Math Liason, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Interim Assessments. Summative: Results of the 2014 FCAT 2.0 Mathematics Exam

Plan to Monitor Effectiveness of G3.B2.S1

Utilizing the FCIM, administrators will review data from district/classroom assessments and conduct data chats to ensure progress is being made and adjustments to interventions are made as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments. Summative: Results of the 2014 FCAT 2.0 Mathematics Exam

G3.B3 FCAT 2.0 Level 4 and above: 28% of students scored at or above Level 4.

G3.B3.S1 FCAT 2.0 Level 3 & FCAT 2.0 Level 4 and above: Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of expressions, equations and functions. Provide opportunities for student discourse to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning in the areas of expressions, equations, and functions. Develop thematic projects to help students understand, analyze, and determine which table, graph, slope or intercepts best describe the real-world situation that is given.

Action Step 1

Utilizing the FCIM, math data will be reviewed and instruction will be adjusted to meet Common Core Standards.Various digital programs will be implemented, such as GIZMOS, Success Maker, and FCAT Explorer to enhance instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Assessments; Student Classwork, Class Assessments. Summative: 2014 FCAT 2.0 Mathematics Test

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

Utilizing the FCIM, the Math Liaison, teachers, and administrators will review data and adjust instruction as needed.Classroom walk-throughs and grade level meetings will be conducted to ensure fidelity.

Person or Persons Responsible

Administrators, Math Liason, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Interim Assessments. Summative: Results of the 2014 FCAT 2.0 Mathematics Exam

Plan to Monitor Effectiveness of G3.B3.S1

Utilizing the FCIM, administrators will review data from district/classroom assessments and conduct data chats to ensure progress is being made and adjustments to interventions are made as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments. Summative: Results of the 2014 FCAT 2.0 Mathematics Exam

G3.B4 Learning Gains-All: 75% of students made learning gains in the 2013 FCAT 2.0 Math assessment.

G3.B4.S1 Learning Gains-All & Learning Gains-Lowest 25%: Support mathematical fluency and problem solving skills in the areas of determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Utilizing the FCIM, math data will be reviewed and instruction will be adjusted to meet Common Core Standards.Various digital programs will be implemented, such as GIZMOS, Success Maker, and FCAT Explorer to enhance instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Assessments; Student Classwork, Class Assessments. Summative: 2014 FCAT 2.0 Mathematics Test

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

Utilizing the FCIM, the Math Liaison, teachers, and administrators will review data and adjust instruction as needed.Classroom walk-throughs and grade level meetings will be conducted to ensure fidelity.

Person or Persons Responsible

Administrators, Math Liason, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Interim Assessments. Summative: Results of the 2014 FCAT 2.0 Mathematics Exam

Plan to Monitor Effectiveness of G3.B4.S1

Utilizing the FCIM, administrators will review data from district/classroom assessments and conduct data chats to ensure progress is being made and adjustments to interventions are made as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments. Summative: Results of the 2014 FCAT 2.0 Mathematics Exam

G3.B5 Learning Gains-Lowest 25%: 76% of students made learning gains in the FCAT 2.0 Math assessment.

G3.B5.S1 Learning Gains-All & Learning Gains-Lowest 25%: Support mathematical fluency and problem solving skills in the areas of determining the area of measurement conversions, area and volume, and coordinate plane by providing time to practice and apply learned concepts in real-life situations. MidYear: Students are being offered free tutoring K-8 to ELL students, students with disabilities, struggling students, and all interested students. Students that continue to struggle are given extra time to understand the lesson by working one on one, and reteaching the lesson to smaller groups that have been pulled out.

Action Step 1

Utilizing the FCIM, math data will be reviewed and instruction will be adjusted to meet Common Core Standards.Various digital programs will be implemented, such as GIZMOS, Success Maker, and FCAT Explorer to enhance instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Assessments; Student Classwork, Class Assessments. Summative: 2014 FCAT 2.0 Mathematics Test

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

Utilizing the FCIM, the Math Liaison, teachers, and administrators will review data and adjust instruction as needed.Classroom walk-throughs and grade level meetings will be conducted to ensure fidelity.

Person or Persons Responsible

Administrators, Math Liason, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Interim Assessments. Summative: Results of the 2014 FCAT 2.0 Mathematics Exam

Plan to Monitor Effectiveness of G3.B5.S1

Utilizing the FCIM, administrators will review data from district/classroom assessments and conduct data chats to ensure progress is being made and adjustments to interventions are made as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments. Summative: Results of the 2014 FCAT 2.0 Mathematics Exam

G4. The results of the 2013 Algebra 1 EOC indicate that 94% of students achieved proficiency (Level 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 1 percentage point to 95%.

G4.B1 The area of deficiency as noted on the 2013 administration of the Algebra 1 EOC was in the category of Polynomials. The average percent correct in this category was 52%. Students at Level 3: 40% of students scored a Level 3.

G4.B1.S1 Students at Level 3:Provide opportunities for students to practice the content so they will be able to apply the laws of exponents to simplify monomial expressions with integral exponents, simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts, completely factor polynomials, simplify rational expressions and divide polynomials by monomials.

Action Step 1

Utilizing the FCIM, Baseline and Interim assessment data reports will be reviewed; instruction will be adjusted to meet Common Core Standards.Use of digital programs will be implemented to enhance instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District assessments. Summative: Results of the 2014 Algebra 1 EOC

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

Utilizing the FCIM, data will be reviewed; instruction will be adjusted as needed as discussed within Math Department/Data chat meetings.

Person or Persons Responsible

Administrators, Math Department Chairperson, Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District assessments. Summative: Results of the 2014 Algebra 1 EOC

Plan to Monitor Effectiveness of G4.B1.S1

Utilizing the FCIM, administrators will review data to ensure progress is being made and adjustments to instruction are made as needed. Ongoing classroom observations/walk-throughs and Math Department & Data Chat meetings will ensure effectiveness.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District assessments. Summative: Results of the 2014 Algebra 1 EOC

G4.B2 Students at Level 4 and above: 54% of students scored a Level 4 or above.

G4.B2.S1 Students at Level 4 and above: 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. Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Action Step 1

Utilizing the FCIM, Baseline and Interim assessment data reports will be reviewed; instruction will be adjusted to meet Common Core Standards.Use of digital programs will be implemented to enhance instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District assessments. Summative: Results of the 2014 Algebra 1 EOC

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

Utilizing the FCIM, data will be reviewed; instruction will be adjusted as needed as discussed within Math Department/Data chat meetings.

Person or Persons Responsible

Administrators, Math Department Chairperson, Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District assessments. Summative: Results of the 2014 Algebra 1 EOC

Plan to Monitor Effectiveness of G4.B2.S1

Utilizing the FCIM, administrators will review data to ensure progress is being made and adjustments to instruction are made as needed. Ongoing classroom observations/walk-throughs and Math Department & Data Chat meetings will ensure effectiveness.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District assessments. Summative: Results of the 2014 Algebra 1 EOC

G5. The results of the 2013 FCAT 2.0 Science indicate that 44% of 5th graders achieved proficiency (Levels 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 6 percentage points to 50%.

G5.B1 The area of deficiency as noted on the 2013 administration of the fifth grade FCAT 2.0 Science Test was Nature of Science. FCAT Level 3: 27% of fifth grade students received a Level 3.

G5.B1.S1 FCAT Level 3: Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. Incorporate instructional technology resources into the classroom such as Gizmos and Discovery Learning.

Action Step 1

Following the FCIM, data from district interim assessments will be reviewed in order to monitor student's progress and adjust instruction to support Reading & Math Common Core Standards.Teachers will use a variety of digital programs, such as GIZMOS and FCAT Explorer, in order to enhance instruction

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments, Science Lab Journals, Benchmark Assessments. Summative assessments: Results of the 2014 FCAT 2.0 Science.

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

Following the FCIM, data from district interim assessments will be reviewed in order to monitor student's progress and adjust instruction as needed.Ongoing data chat/science department meetings will assist in the monitoring of fidelity.

Person or Persons Responsible

Administrators, Science Liaison, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Interim Assessments, Science Lab Journals, Benchmark Assessments. Summative assessments: Results of the 2014 FCAT 2.0 Science

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM, data from district interim assessments will be reviewed in order to monitor student's progress and adjust instruction to support the Reading and Math Common Core Standards.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments, Science Lab Journals, Benchmark Assessments. Summative assessments: Results of the 2014 FCAT 2.0 Science

G5.B2 FCAT Level 4 and above: 17% of fifth grade students received a Level 4 and above.

G5.B2.S1 FCAT Level 4 and above: Encourage students to communicate verbally (accountable talk) and in writing. Provide opportunities for students to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Action Step 1

Following the FCIM, data from district interim assessments will be reviewed in order to monitor student's progress and adjust instruction to support Reading & Math Common Core Standards.Teachers will use a variety of digital programs, such as GIZMOS and FCAT Explorer, in order to enhance instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Assessments, Science Lab Journals, Benchmark Assessments. Summative assessments:Results of the 2014 FCAT 2.0 Science.

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

Following the FCIM, data from district interim assessments will be reviewed in order to monitor student's progress and adjust instruction as needed.Ongoing data chat/science department meetings will assist in the monitoring of fidelity.

Person or Persons Responsible

Administrators, Science Liason, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Assessments, Science Lab Journals, Benchmark Assessments. Summative assessments: Results of the 2014 FCAT 2.0 Science.

Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM, data from district interim assessments will be reviewed in order to monitor student's progress and adjust instruction to support Reading & Math Common Core Standards.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Assessments, Science Lab Journals, Benchmark Assessments. Summative: Results of the 2014 FCAT 2.0 Science

G6. The results of the 2013 FCAT 2.0 Science indicate that 53% of 8th graders achieved proficiency (Levels 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 4 percentage points to 57%.

G6.B1 The area of deficiency as noted on the 2013 administration of the eighth grade FCAT 2.0 Science Test was Nature of Science. FCAT Level 3: 25% of fifth grade students received a Level 3.

G6.B1.S1 FCAT Level 3: Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards. Incorporate instructional technology resources into the classroom such as Gizmos and Discovery Learning. FCAT

Action Step 1

Following the FCIM, data from district interim assessments will be reviewed in order to monitor student's progress and adjust instruction to support Reading & Math Common Core Standards.Teachers will use a variety of digital programs, such as GIZMOS and FCAT Explorer, in order to enhance instruction

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Assessments, Science Lab Journals, Benchmark Assessments. Summative assessments:Results of the 2014 FCAT 2.0 Science.

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

Following the FCIM, data from district interim assessments will be reviewed in order to monitor student's progress and adjust instruction as needed.Ongoing data chat/science department meetings will assist in the monitoring of fidelity.

Person or Persons Responsible

Administrators, Science Liason, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Assessments, Science Lab Journals, Benchmark Assessments. Summative assessments: Results of the 2014 FCAT 2.0 Science.

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM, data from district interim assessments will be reviewed in order to monitor student's progress and adjust instruction to support Reading & Math Common Core Standards.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Assessments, Science Lab Journals, Benchmark Assessments. Summative: Results of the 2014 FCAT 2.0 Science

G6.B2 FCAT Level 4 and above: 28% of fifth grade students received a Level 4 and above.

G6.B2.S1 Level 4 and above: Encourage students to communicate verbally (accountable talk) and in writing. Provide opportunities for students to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Action Step 1

Following the FCIM, data from district interim assessments will be reviewed in order to monitor student's progress and adjust instruction to support Reading & Math Common Core Standards.Teachers will use a variety of digital programs, such as GIZMOS and FCAT Explorer, in order to enhance instruction

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Assessments, Science Lab Journals, Benchmark Assessments. Summative assessments:Results of the 2014 FCAT 2.0 Science.

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

Following the FCIM, data from district interim assessments will be reviewed in order to monitor student's progress and adjust instruction as needed.Ongoing data chat/science department meetings will assist in the monitoring of fidelity.

Person or Persons Responsible

Administrators, Science Liason, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Assessments, Science Lab Journals, Benchmark Assessments. Summative assessments: Results of the 2014 FCAT 2.0 Science.

Plan to Monitor Effectiveness of G6.B2.S1

Following the FCIM, data from district interim assessments will be reviewed in order to monitor student's progress and adjust instruction to support Reading & Math Common Core Standards.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Assessments, Science Lab Journals, Benchmark Assessments. Summative: Results of the 2014 FCAT 2.0 Science

G7. Our goal for the 2013-2014 school year is to increase the number of STEM activities from 2 to 3.

G7.B1 Number of Experiences: Our school provided 2 opportunities for students to be involved in STEM related activities.

G7.B1.S1 Number of Experiences: Our school will increase participation in district programs that support the STEM initiative.

Action Step 1

Inform students of STEM related activities during Science classes and monthly calendars sent home highlighting STEM events.

Person or Persons Responsible

Classrooom Teachers, Administrators, Science & Math Liasons/Department Chairpersons, PTA

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Calendars, School Bulletins, School Web Page, ConnectEd Messaging, Morning Announcements

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

Science & Math liasons/department chairpersons will conduct meetings to discuss and implement a plan to promote STEM-related activities.

Person or Persons Responsible

Teachers, Administrators,, Math & Science Liasons/Department Chairpersons

Target Dates or Schedule

Quarterly

Evidence of Completion

Monthly Calendars, School Bulletins, School Web Page, ConnectEd Messaging, Morning Announcements

Plan to Monitor Effectiveness of G7.B1.S1

Sign in sheets provided at STEM-related events used to gauge participation of students/parents/and community members.

Person or Persons Responsible

Teachers, Science & Math Liasons/Department Chairpersons, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased participation in school STEM activities

G7.B2 Percent Participation: Our school's 2013 barrier was the low percentage of participation due to limited advertisement and promotion of STEM related activities to students, parents, and the community.

G7.B2.S1 Percent Participation: Our school will Inform parents at PTA and EESAC meetings about the importance of student participation in activities beyond the school day. Advertising of events will be done through the school web site, take home school bulletins, posters, ConnectED messaging, and morning announcements.

Action Step 1

Inform students of STEM related activities during Science classes and monthly calendars sent home highlighting STEM events.

Person or Persons Responsible

Classrooom Teachers, Administrators, Science & Math Liasons/Department Chairpersons, PTA

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Calendars, School Bulletins, School Web Page, ConnectEd Messaging, Morning Announcements

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

Science & Math liasons/department chairpersons will conduct meetings to discuss and implement a plan to promote STEM-related activities.

Person or Persons Responsible

Teachers, Administrators,, Math & Science Liasons/Department Chairpersons

Target Dates or Schedule

Quarterly

Evidence of Completion

Monthly Calendars, School Bulletins, School Web Page, ConnectEd Messaging, Morning Announcements

Plan to Monitor Effectiveness of G7.B2.S1

Sign in sheets provided at STEM-related events used to gauge participation of students/parents/and community members.

Person or Persons Responsible

Teachers, Science & Math Liasons/Department Chairpersons, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased participation in school STEM activities

G8. The results of the 2013 Civics Baseline Assessment indicate that 1% of students achieved proficiency (a score of 70% or higher). Our goal for the Winter Interim Assessment is to increase the percentage of students achieving proficiency to 20%.

G8.B1 One percent of students achieved proficiency (a score of 70% or higher) in the 2013 Civics Baseline Assessment.

G8.B1.S1 Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics on a weekly basis. Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. Provide activities that allow students to interpret primary and secondary sources of information. Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues. MidYear: Provide opportunities for intervention for students who demonstrate deficiencies in benchmark mastery through tutoring. Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements (Every Wednesday).

Action Step 1

Utilizing the FCIM, Baseline/Interim assessment data reports will be analyzed and instruction adjusted as needed. Digital programs/educational field trips will be implemented to enhance instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Classroom Benchmark/Unit Exams. Summative: Results of the Winter Interim District Assessment

Facilitator:

Social Studies Department Chairperson

Participants:

Social Studies teachers will utilize higher order thinking skills professional development.

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

Utilizing the FCIM, district assessment data will be reviewed within data chat/department meetings. Classroom observations will be conducted.

Person or Persons Responsible

Administrators, Teachers, Civics Department chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom Benchmark/Unit Exams. Summative: Results of the Winter Interim District Assessment

Plan to Monitor Effectiveness of G8.B1.S1

Utilizing the FCIM, administrators will review data to ensure progress is being made and adjustments to instruction are implemented as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Classroom Benchmark/Unit Exams. Summative: Results of the Winter Interim District Assessment

G9. The EWS goal is to reduce the number of suspensions by 1%.

G9.B1 Elementary Students who miss 10% or More: Students do not adhere to the attendance policy.

G9.B1.S1 Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services. Maintain a clean environment throughout the school. Teach and emulate healthy choices and prevention strategies. Motivate students by providing incentives for having good attendance to school. Also utilize MTSS/RTI, and KIDCARE. How to monitor for effectiveness - Weekly updates to Administration and to entire faculty during faculty meetings. Administrators will monitor school's environment and ascertain that health education and health prevention strategies are implemented throughout the school. Counselors will assist by conducting small group sessions to promote attendance habits.

Action Step 1

Monitor attendance Bulletins

Person or Persons Responsible

Counselors Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Logs and attendance rosters Summative: COGNOS reports

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G9.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G9.B2 Elementary Students Retained:

G9.B2.S1 Provide parents and students with knowledge of promotion requirements for Miami Dade County Public Schools.

Action Step 1

Parent Conferences

Person or Persons Responsible

Teachers/Counselors

Target Dates or Schedule

Quarterly

Evidence of Completion

Signature Logs, Bi-weekly Progress Reports

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

Monitoring Parent Conferences

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Signature Logs

Plan to Monitor Effectiveness of G9.B2.S1

Monitor quarterly grade reports

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Report Cards

G9.B3 Elementary Students who are not proficient in reading grade 3:

G9.B3.S1 Provide parenting workshops (students attend as well) that includes skills that will need to be proficient in third grade reading.

Action Step 1

Parent Workshops

Person or Persons Responsible

Parents/Students

Target Dates or Schedule

Quarterly

Evidence of Completion

Agenda/Signature Log

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

Monitor Interim Assessments

Person or Persons Responsible

Teachers/Students

Target Dates or Schedule

Quarterly

Evidence of Completion

Results of Assessments

Plan to Monitor Effectiveness of G9.B3.S1

Parent Workshops

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Agendas/Signature Logs

G9.B4 Elementary Students with 2 or more behavior referrals/one or more that lead to suspension:

G9.B4.S1 Incorporate students and parents in group counseling sessions. Review progressive discipline plan.

Action Step 1

Review Progressive Discipline Plan

Person or Persons Responsible

Teachers/Parents/Students

Target Dates or Schedule

Monthly

Evidence of Completion

Signature Logs

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

Group Counseling Sessions/Review of Progressive Discipline Plans

Person or Persons Responsible

Administrators/ Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Signature Logs

Plan to Monitor Effectiveness of G9.B4.S1

Group Counseling Sessions

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Signature Logs/Monthly Suspension Report

G9.B5 Middle School Students who miss 10% or more:

G9.B5.S1 Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services. Maintain a clean environment throughout the school. Teach and emulate healthy choices and prevention strategies. Motivate students by providing incentives for having good attendance to school. Also utilize MTSS/RTI. How to monitor for effectiveness - Weekly updates to Administration and to entire faculty during faculty meetings. Administrators will monitor school's environment and ascertain that health education and health prevention strategies are implemented throughout the school. Counselors will assist by conducting small group sessions to promote attendance habits.

Action Step 1

Identify students at referral to Truancy Child Study Team

Person or Persons Responsible

Counselors

Target Dates or Schedule

Weekly

Evidence of Completion

Truancy Packet

Plan to Monitor Fidelity of Implementation of G9.B5.S1

Truancy Packet

Person or Persons Responsible

Counselors/Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Bulletin

Plan to Monitor Effectiveness of G9.B5.S1

Truancy Packet

Person or Persons Responsible

Counselors/Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Bulletin

G9.B6 Middle school students failing courses as noted in data:

G9.B6.S1 Have students and parents attend group sessions with counselors.

Action Step 1

Have status meetings with parents to review students' progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Signature Log

Plan to Monitor Fidelity of Implementation of G9.B6.S1

Group Counseling

Person or Persons Responsible

Students/Parents/Counselots/Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Signature Log

Plan to Monitor Effectiveness of G9.B6.S1

Group Counseling

Person or Persons Responsible

Students/Counselors/Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Signature Logs/Student Progress Reports

G9.B7 Middle School Students with one or more behavior referrals:

G9.B7.S1 Review progressive discipline plan with students. Include students in group counseling.

Action Step 1

Group Counseling/Review of Progressive Discipline Plan

Person or Persons Responsible

Students/Counselors/Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Signature Logs/Suspension Reports

Plan to Monitor Fidelity of Implementation of G9.B7.S1

Group Counseling

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Monthly suspension Reports

Plan to Monitor Effectiveness of G9.B7.S1

Group Counseling

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Suspension Reports

Coordination and Integration

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

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

Coral Way K-8 Center services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Title 1 (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

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. The results of the 2013 FCAT 2.0 Reading indicate that 60% of students achieved proficiency (Level 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 12 percentage points to 72%.

G1.B1 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application. Subgroups not making AMO: Asian, Hispanic, White, English Language Learners, Students with Disabilities, and the Economically Disadvantaged subgroups did not reach their 2013 Targets of scoring at or above Level 3 on the FCAT Reading 2.0.

G1.B1.S1 Subgroups not making AMO: Use instructional strategies that include: graphic organizers; summarizing activities; questioning the author; anchoring conclusions back to the text (e.g., explaining and justifying decisions); opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); text marking (e.g., making margin notes, highlighting); avoiding the interference of prior knowledge when answering a question; and encourage students to read from a wide variety of texts. MidYear: Implement graphic organizers such as author's purpose chart, two-column notes (opinion/ support, conclusion/support, cause/effect), main idea table, gist, summary pyramids, and one sentence summarizers. Emphasis on strategies for driving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Emphasis should also be placed on recognizing implicit meaning or the details within a text that support inferencing for examole, analyzing how 2 or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

PD Opportunity 1

Utilize Accelerated Reader

Facilitator

Maritza Garneff

Participants

Teachers will learn how to utilize Accelerated Reader (AR).

Target Dates or Schedule

Three days a week

Evidence of Completion

Formative: District Interim Assessments, weekly skills assessments, Reading Plus, Accelerated Reader, and SuccessMaker reports (Grades 3-5), Achieve 3000. Summative: 2014 FCAT 2.0 Reading Test

PD Opportunity 2

Utilizing the FCIM, FAIR, Baseline and interim assessment data reports, instruction will be adjusted as needed to Common Core Standards.

Facilitator

Teachers/District Personnel

Participants

Teachers will learn how to utilize Accelerated Reader (AR).

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Interim Assessments, weekly skills assessments, Reading Plus, Accelerated Reader, and SuccessMaker reports. Summative: 2014 FCAT 2.0 Reading Test

G2. The results of the 2013 FCAT 2.0 Writing assessment indicates that 60% of students achieved a score of 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students achieving a 3.5 or higher by 4 percentage points to 64%.

G2.B1 Grade 4 FCAT 3.5 and above: 54% of students received a score of 3.5 or higher in the 4th grade Narrative prompt.

G2.B1.S1 Grade 4 FCAT 3.5 and above: Will develop and maintain a writer's notebook/folder to include a table of contents and list topics for first drafts. Student will use supporting details, provide facts and/or opinions through concrete examples, comparisons, real life examples, anecdotes, and/or amazing facts. Students will write daily to increase writing fluency. MidYear: Students participated in six Wednesday Writing workshops in order to practice and target key elements of writing including great beginnings, figurative language, vocabulary development, modeling grabbers/endings, and dialogue techniques. Planning strategies were reviewed to help to organize and sequence student's ideas. In addition, monthly writing prompts were reviewed and edited in classrooms. Teachers conducted mini-conferences with students in order to provide specific feedback Writing word walls were continuously updated and students created a personal lists of sensory words, rhyming words, words with multiple meanings, idioms, similes to assist in writing.

PD Opportunity 1

Utilizing the FCIM, monthly narrative/expository/pursuasive prompts will be scored and reviewed in order to monitor progress and adjust instruction as needed.

Facilitator

Coaches/District Personnel

Participants

Teachers will participate utilize a professional development on the writing pacing guides.

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly writing reports, District writing assessments, pacing guide mini lessons. Summative Assessments: Results of 2014 FCAT 2.0 Writing Exam

G3. The results of the 2013 FCAT 2.0 Mathematics indicate that 60% of students achieved proficiency (Level 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 7 percentage points to 67%.

G3.B1 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was Geometry & Measurement. Subgroups not making AMO: The Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged subgroups did not reach their 2013 Targets of scoring at or above Level 3 on the FCAT Mathematics 2.0.

G3.B1.S1 Subgroups not making AMO: Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. MidYear: Students will be asked to practice retelling use of key vocabulary, structural analysis of the problems, and graphic representations for better understanding. Benchmark tests/topic tests, Interims will be debriefed in the classroom. Distractors will be analyzed and discussed. Parent communication will be increased to discuss student progress. Online math programs are being monitored and progress reviewed with students.

PD Opportunity 1

Utilizing the FCIM, math data will be reviewed and instruction will be adjusted to meet Common Core Standards.Various digital programs will be implemented, such as GIZMOS, Success Maker, and FCAT Explorer to enhance instruction.

Facilitator

Teachers/Coaches/District personnel

Participants

Teachers will utilize GIZMOS.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Assessments; Student Classwork, Class Assessments. Summative: 2014 FCAT 2.0 Mathematics Test

G8. The results of the 2013 Civics Baseline Assessment indicate that 1% of students achieved proficiency (a score of 70% or higher). Our goal for the Winter Interim Assessment is to increase the percentage of students achieving proficiency to 20%.

G8.B1 One percent of students achieved proficiency (a score of 70% or higher) in the 2013 Civics Baseline Assessment.

G8.B1.S1 Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics on a weekly basis. Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. Provide activities that allow students to interpret primary and secondary sources of information. Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues. MidYear: Provide opportunities for intervention for students who demonstrate deficiencies in benchmark mastery through tutoring. Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements (Every Wednesday).

PD Opportunity 1

Utilizing the FCIM, Baseline/Interim assessment data reports will be analyzed and instruction adjusted as needed. Digital programs/educational field trips will be implemented to enhance instruction.

Facilitator

Social Studies Department Chairperson

Participants

Social Studies teachers will utilize higher order thinking skills professional development.

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Classroom Benchmark/Unit Exams. Summative: Results of the Winter Interim District Assessment

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading indicate that 60% of students achieved proficiency (Level 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 12 percentage points to 72%.	$7,050
	Total	$7,050

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
EESAC	$7,050	$7,050
Total	$7,050	$7,050

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading indicate that 60% of students achieved proficiency (Level 3 or above). Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 12 percentage points to 72%.

G1.B1 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application. Subgroups not making AMO: Asian, Hispanic, White, English Language Learners, Students with Disabilities, and the Economically Disadvantaged subgroups did not reach their 2013 Targets of scoring at or above Level 3 on the FCAT Reading 2.0.

G1.B1.S1 Subgroups not making AMO: Use instructional strategies that include: graphic organizers; summarizing activities; questioning the author; anchoring conclusions back to the text (e.g., explaining and justifying decisions); opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); text marking (e.g., making margin notes, highlighting); avoiding the interference of prior knowledge when answering a question; and encourage students to read from a wide variety of texts. MidYear: Implement graphic organizers such as author's purpose chart, two-column notes (opinion/support, conclusion/support, cause/effect), main idea table, gist, summary pyramids, and one sentence summarizers. Emphasis on strategies for driving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Emphasis should also be placed on recognizing implicit meaning or the details within a text that support inferencing for examole, analyzing how 2 or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Action Step 1

Utilize Accelerated Reader

Resource Type

Technology

Resource

Accelerated Reader (AR) is a Reading program that can be used across the curriculum. Students can utilize AR at home as well as in a classroom/lab setting.

Funding Source

EESAC

Amount Needed

$7,050