



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

David Lawrence Jr. K 8 Center

15000 BAY VISTA BLVD

North Miami, FL 33181

305-354-2600

<http://dlk8.dadeschools.net>

School Demographics

School Type Combination School	Title I Yes	Free and Reduced Lunch Rate 76%
Alternative/ESE Center No	Charter School No	Minority Rate 86%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

David Lawrence Jr. K 8 Center

Principal

Bernard Osborn L

School Advisory Council chair

Danielle Goodman

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

Name	Title
Valerie Gilchrist	Assistant Principal
Jacqueline Blumstein	Teacher, Grade Chair
Ching Chong	Teacher, Grade Chair
Tammy Mathews	Teacher, Grade Chair
Maria Zuniga	Teacher, Grade Chair
Mariely Sanchez	Teacher, Grade Chair
Aida Montes de Oca	Teacher, Grade Chair
Raquel Calveiro	Teacher, Department Chair
Inna Lalababayev	Teacher, Department Chair
Katrina Bauer	Reading Coach
Hung Pham	Mathematics Coach
Michele Lam	Media Specialist

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The membership of our EESAC is composed of administrators, teachers, education support employees, students, parents, and business/community representatives. Principal – 1, APA – 1, UTD steward – 1,

Teachers – 5, Parents – 5, Educational Support – 1, Students – 1, Business/Community Representatives - 3

Involvement of the SAC in the development of the SIP

The EESAC’s involvement in the development of the school improvement plan is to monitor and review the SIP goals and strategies throughout the school year. This process will then be documented through EESAC agendas and meeting minutes.

Activities of the SAC for the upcoming school year

The EESAC’s activities in the upcoming year include SIP updates and reviews, assistance in providing the staff with SIP updates, review and amend (if necessary) the by-laws, community and parental involvement activities, use of EESAC funds, and use of School Recognition Money.

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

The projected use of school improvement funds will go towards supplemental materials and technology that will support school wide goals in order to improve reading and math scores.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Bernard Osborn L

Principal

Years as Administrator: 21

Years at Current School: 8

Credentials

B.A. - Political Science
 M.A. - Educational
 Leadership

Performance Record

2013 – School Grade B
 Rdg. Proficiency, 58%
 Math Proficiency, 54%
 Rdg. Lrg. Gains, 65%
 Math Lrg. Gains, 64%
 Rdg. Low 25%, 66% -
 Math Low 25%, 60
 Rdg. AMO –No
 Math AMO– No
 2012 – School Grade A
 Rdg. Proficiency, 58%
 Math Proficiency, 57%
 Rdg. Lrg. Gains, 68%
 Math Lrg. Gains, 72%
 Rdg. Low 25%, 71%
 Math Low25%, 73%
 Rdg. AMO –__
 Math AMO–__
 2011- School Grade A
 Rdg Proficiency, 70%
 Math Proficiency, 69%
 Lrn Gns Rdg., 67%
 Lrn Gns. Math, 63%
 Low 25 Rdg., 68%
 Low 25 Math, 67%
 2010- School Grade A
 Rdg Proficiency, 67%
 Math Proficiency, 69%
 Lrn Gns Rdg., 66%
 Lrn Gns. Math, 68%
 Low 25 Rdg., 64%
 Low 25 Math, 67%
 2009- School Grade A
 Rdg Proficiency, 69%
 Math Proficiency, 74%
 Lrn Gns Rdg., 69%
 Lrn Gns. Math, 70%
 Low 25 Rdg., 74%
 Low 25 Math, 62%

Valerie Gilchrist

Asst Principal

Years as Administrator: 8

Years at Current School: 3

Credentials

B.A.-Psychology
M.S.- Education
Educational Leadership

Performance Record

2013 – School Grade B
Rdg. Proficiency, 58%
Math Proficiency, 54%
Rdg. Lrg. Gains, 65%
Math Lrg. Gains, 64%
Rdg. Low 25%, 66% -
Math Low 25%, 60
Rdg. AMO –No
Math AMO– No

2012 – School Grade A
Rdg. Proficiency, 58%
Math Proficiency, 57%
Rdg. Lrg. Gains, 68%
Math Lrg. Gains, 72%
Rdg. Low 25%, 71%
Math Low25%, 73%
Rdg. AMO –__
Math AMO–__

2011- School Grade C
Rdg Proficiency, 60%
Math Proficiency, 62%
Lrn Gns Rdg., 55%
Lrn Gns. Math, 49%
Low 25 Rdg., 60%
Low 25 Math, 56%

2010- School Grade A
Rdg Proficiency, 74%
Math Proficiency, 70%
Lrn Gns Rdg., 69%
Lrn Gns. Math, 66%
Low 25 Rdg., 61%
Low 25 Math, 59%

2009- School Grade A
Rdg Proficiency, 69%
Math Proficiency, 62%
Lrn Gns Rdg., 58%
Lrn Gns. Math, 74%
Low 25 Rdg., 60%
Low 25 Math, 77%

Modesto Gutierrez

Asst Principal

Years as Administrator: 11

Years at Current School: 2

CredentialsEnglish
Educational LeadershipAssistant Principal(s)
Modesto Gutierrez
English
Educational Leadership
11
22013 – School Grade B
Rdg. Proficiency, 58%
Math Proficiency, 54%
Rdg. Lrg. Gains, 65%
Math Lrg. Gains, 64%
Rdg. Low 25%, 66% -
Math Low 25%, 60
Rdg. AMO –No
Math AMO– No2012- School Grade A
Rdg Proficiency, 46%
Math Proficiency, 57%
Lrn Gns Rdg., 67%
Lrn Gns. Math, 66%
Low 25 Rdg., 80%
Low 25 Math, 72%**Performance Record**2011- School Grade A
Rdg Proficiency, 76%
Math Proficiency, 69%
Lrn Gns Rdg., 69%
Lrn Gns. Math, 69%
Low 25 Rdg., 83%
Low 25 Math, 64%2010- School Grade A
Rdg Proficiency, 78%
Math Proficiency, 81%
Lrn Gns Rdg., 71%
Lrn Gns. Math, 81%
Low 25 Rdg., 71%
Low 25 Math, 84%2009- School Grade A
Rdg Proficiency, 73%
Math Proficiency, 78%
Lrn Gns Rdg., 68%
Lrn Gns. Math, 80%
Low 25 Rdg., 76%
Low 25 Math, 78%**Instructional Coaches**

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Katrina Bauer

Full-time / School-based

Years as Coach: 6

Years at Current School: 3

Areas

Reading/Literacy

Credentials

B.S - Elementary Education, Certifications:
 Elementary Ed. (1-6)
 Reading Endorsed (6-12)
 ESOL Endorsed

Performance Record

2013 – School Grade B
 Rdg. Proficiency, 58%
 Math Proficiency, 54%
 Rdg. Lrg. Gains, 65%
 Math Lrg. Gains, 64%
 Rdg. Low 25%, 66% -
 Math Low 25%, 60
 Rdg. AMO –No
 Math AMO–No
 2012 – School Grade A
 Rdg. Proficiency, 58%
 Math Proficiency, 57%
 Rdg. Lrg. Gains, 68%
 Math Lrg. Gains, 72%
 Rdg. Low 25%, 71%
 Math Low25%, 73%
 Rdg. AMO –__
 Math AMO–__
 2011- School Grade A
 Rdg Proficiency, 70%
 Math Proficiency, 69%
 Lrn Gns Rdg., 67%
 Lrn Gns. Math, 63%
 Low 25 Rdg., 68%
 Low 25 Math, 67%
 2010- School Grade A
 Rdg Proficiency, 67%
 Math Proficiency, 69%
 Lrn Gns Rdg., 66%
 Lrn Gns. Math, 68%
 Low 25 Rdg., 64%
 Low 25 Math, 67%

Hung Pham		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	B.A. - Economics M.S. - Elementary Education Certifications: Elementary Education (1-6) Middle Mathematics (5-9) High School Mathematics (6-12) Marketing (6-12) Gifted Endorsed (K-12)	
Performance Record	2013: Reading Proficiency: 49% Math Proficiency: 64% Reading Learning Gains: 69 points Math Learning Gains: 73 points Reading Improvement of Lowest 25%: 73 points Math Improvement of Lowest 25%: 71 points 2012: Reading Proficiency: 46% Math Proficiency: 57% Reading Learning Gains: 67 points Math Learning Gains: 66 points Reading Improvement of Lowest 25%: 80 points Math Improvement of Lowest 25%: 72 points 2011: Reading Proficiency: 42% Math Proficiency: 80% Reading Learning Gains: 49 points Math Learning Gains: 80 points Reading Improvement of Lowest 25%: 47 points Math Improvement of Lowest 25%: 79 points	

Classroom Teachers

# of classroom teachers	106
# receiving effective rating or higher	106, 100%
# Highly Qualified Teachers	64%
# certified in-field	90, 85%
# ESOL endorsed	54, 51%

reading endorsed

10, 9%

with advanced degrees

60, 57%

National Board Certified

4, 4%

first-year teachers

0, 0%

with 1-5 years of experience

16, 15%

with 6-14 years of experience

67, 63%

with 15 or more years of experience

23, 22%

Education Paraprofessionals**# of paraprofessionals**

7

Highly Qualified

7, 100%

Teacher Recruitment and Retention Strategies

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

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

David Lawrence Jr. K-8 Center utilizes the District online Applicant Tracking System, supports recruitment events and partners with local universities to hire highly qualified teachers. Hosting student teachers for internships allows DLJK-8 Center administrators to see potential teachers in a classroom setting and recruit exceptional candidates at the beginning of their careers.

In order to retain these highly qualified teachers, instructional and career support and assistance are provided on an ongoing basis. All newly hired teachers to our school meet with administrators to discuss school policy, procedures and any concerns. New teachers receive ongoing support from the grade level administrator, literacy coaches and grade level or department chairpersons.

In addition, the school master schedule includes collaborative planning time to provide new teachers with the support and assistance from veteran teachers and team members. Regular professional development sessions also ensure that new teachers are prepared to deliver highly effective instruction.

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

New teachers are paired with a grade level or department level veteran mentor each year. The applicable grade level chairperson and the reading and mathematics coaches take special care to meet with new teachers monthly to offer guidance; support and assistance to ensure new teachers have a successful year. New teachers also meet weekly with their mentor to discuss evidence-based strategies for each IPEGS area.

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 Leadership Team takes the following steps to utilize the MTSS/Rti process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - What progress is expected in each core area?
 - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
 - How will we respond when grades, subject areas, or class of, or individual 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 at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
 3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
 4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
 5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
 6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
 7. 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 meeting Annual Measurable Objectives.

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

The MTSS Leadership Team is comprised of the assistant principal, school, reading coach, mathematics coach, grade level chairpersons and media specialist.

Valerie Gilchrist – Elementary Assistant Principal:

- Coordinates the activities of the team
- Manages the timeline of activities
- Acts as liaison to the EESAC
- Coordinates the writing and revisions of the SIP
- Analyzes data
- Ensures interventions and strategies are implemented with fidelity

Katrina Bauer – Reading Coach:

- Monitors and models classroom instruction
- Provide professional development for teachers
- Ensures classroom instruction is rigorous and that targeted interventions are implemented with fidelity
- Collects, analyzes and disseminates data
- Conducts data chats with individual teachers and grade levels

Hung Pham – Mathematics Coach:

- Monitors and models classroom instruction
- Provide professional development for teachers
- Ensures classroom instruction is rigorous and that targeted interventions are implemented with fidelity
- Collects, analyzes and disseminates data
- Conducts data chats with individual teachers and grade levels

Michele Lam – Media Specialist

- Provides suggestions for media support
- Assists in the selection of resources

Grade Level / Department Chairs:

Ching Chong

Jacqueline Blumstein

Tammy Mathews

Maria Zuniga

Mariely Sanchez

Aida Montes de Oca

Raquel Calveiro

Inna Lalababayev

- Ensures grade level instructional alignment
- Models best practices
- Conducts data chats
- Monitors the use of resources

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

Administrators monitor timelines, calendars, meeting agendas, minutes and rosters to ensure fidelity of the school's MTSS and SIP.

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

- District Baseline and Interim Assessments are monitored through Edusoft reports for areas of growth and possible deficiencies.
- Quarterly FAIR assessments are administered and analyzed through data chats with teachers and the literacy team.
- Monthly skills tests are administered in classrooms and are used to guide instruction.
- SuccessMaker, Reading Plus and Accelerated Reader reports are analyzed monthly to ensure student growth.

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

Parents, staff and community members are invited to attend EESAC meetings and participate in the data-based problem solving process.

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: 9,240

Students receive intensive instruction in Reading, Writing, Mathematics or Science afterschool every day except for Wednesdays. Instructors are certified DLJK8-Center teachers who utilize research-based instructional materials and best practices.

Teachers participate in monthly collaboration and or professional development activities.

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 following District Baseline and Interim Assessments and quarterly FAIR Assessments. Data is reviewed by the LLT and then data chats are conducted with grade level teachers. Teachers utilize Data Debriefing Protocol worksheets to identify how instruction will be adjusted based on the most current data. Administrators and coaches monitor lesson plans and classroom instruction to ensure that data drives instruction.

- District Baseline and Interim Assessments are monitored through Edusoft reports for areas of growth and possible deficiencies.
- Quarterly FAIR assessments are administered and analyzed through data chats with teachers and the literacy team.
- Monthly skills tests are administered in classrooms and are used to guide instruction.
- SuccessMaker, Reading Plus and Accelerated Reader reports are analyzed monthly to ensure student growth.
- Meeting agendas
- Meeting minutes
- Attendance Rosters
- Pre and Post Tests

Who is responsible for monitoring implementation of this strategy?

School administrators

Data is collected following District Baseline and Interim Assessments and quarterly FAIR Assessments. Data is reviewed by the LLT and then data chats are conducted with grade level teachers. Teachers utilize Data Debriefing Protocol worksheets to identify how instruction will be adjusted based on the most current data. Administrators and coaches monitor lesson plans and classroom instruction to ensure that data drives instruction.

Literacy Leadership Team (LLT)

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

Name	Title
Valerie Gilchrist	Assistant Principal
Blanca Corea-Cespedes	Assistant Principal
Katrina Bauer	Reading Coach
Hung Pham	Mathematics Coach
Marcella Bruns	Teacher; ESOL Leader
Alta Dustin	Teacher; SPED Leader
Michele Lam	Media Specialist
Ching Chong	Teacher; Grade Chair
Jacqueline Blumstein	Teacher; Grade Chair
Tammy Mathews	Teacher; Grade Chair
Maria Zuniga	Teacher; Grade Chair
Mariely Sanchez	Teacher; Grade Chair
Aida Montes de Oca	Teacher; Grade Chair
Raquel Calveiro	Teacher; Department Chair
Inna Lalababayev	Teacher; Department Chair

How the school-based LLT functions

The Literacy Leadership team meets once per grading period to monitor and support school-wide literacy across all content areas. The principal collaborates with the team to assess grade and subgroup reading performance, share best practices and provide resources. The Reading Coach and Mathematics Coach assure fidelity of the implementation of the K-12 CRRP.

Major initiatives of the LLT

The Literacy Leadership team will focus on supporting and improving literacy across all content areas and with all subgroups. This includes providing professional development trainings for teachers as well as developing and facilitating school-wide reading initiatives such as Accelerated Reader to increase student exposure to reading and literacy. The group will meet once every grading period to discuss cross-curricular progress of student performance as evident through subject area assessments.

Every Teacher Contributes to Reading Instruction

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

Teaching reading strategies is the responsibility of every teacher. All teachers received training in delivering Common Core instruction in reading and using technology such as Reading Plus, SuccessMaker and Accelerated Reader in order to increase student reading for proficiency and enjoyment.

All grade level teachers (including Special Area teachers) additionally met once per month for vertical planning and grade level alignment.

The reading coach will train teachers on how to incorporate a wide variety of reading strategies, such as reciprocal teaching, the use of foldables, and C.R.I.S.S strategies into reading lessons. In addition, the reading coach will train teachers on how to incorporate these reading strategies across all content areas. To further ensure that reading strategies are being taught by all teachers, a classroom library with a variety of texts from different genres will be provided to each classroom teacher. Students will have the opportunity to use these reading strategies within the context of the classroom at the classroom library.

Sharing of best practices during grade level meetings will also help to ensure that teachers are utilizing various reading strategies across all subject areas.

Preschool Transition

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

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Prekindergarten Program (VPK). David Lawrence Jr. K-8 Center utilizes Title I Funds to provide extended support through a full time highly qualified teacher and paraprofessional. The Pre K program assists in providing young children with a variety of meaningful learning experiences in an environment that gives opportunities to create knowledge through initiatives that are shared with supportive adults. Additionally, parents of Pre-Kindergarten students are invited to participate in a workshop specifically designed to assist with transitioning from Pre-K to Kindergarten.

Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided and independent practice of all academic and/or social emotional skills identified by screening data. Social skills 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 to determine student learning gains in order to make the necessary changes to the instructional/intervention programs.

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

David Lawrence Jr. K-8 Center offers a STEM engineering course and a peer mediation elective. Skills such as writing are integrated across the whole curriculum through collaborative teacher meetings. Computer skills are reinforced throughout the curriculum. The school has four laptop carts to enable teachers to integrate computer skills in all subjects. Students are also given the opportunity to connect to the real world with special programs. These include a partnership with Home Depot and student visitation to an assisted living facility. Additionally, selected students work with primary classes (Kindergarten and 1st grade). These students help teachers and tutor younger students.

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

At the end of each school year, the school holds an assembly to inform students about the subjects for the following year. Students then complete subject selection cards and are scheduled into classes based on achievement levels and student interest. Students' final schedules are in collaboration with students, parents, administrator, counselors and teachers. Whenever there is a scheduling concern, counselors meet with students and/or parents to resolve the issue.

Career planning and exploration is provided through the social science curriculum. It is supported through lessons from the school's counselors.

Strategies for improving student readiness for the public postsecondary level

Based on their achievement levels, seventh and eighth grade students take high school level classes in which they are afforded high school credit. These classes include algebra, geometry, Spanish, physical

science, and biology. Biology is given at the high school for our students. Students go to the high school early and return to David Lawrence Jr. K-8 Center for the remainder of their subjects. Eighth grade science students are also given the opportunity to participate in activities with Florida International University. Quarterly, middle school and high school chairpersons meet and articulate to better ensure students transition into higher education.

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	63%	58%	No	67%
American Indian		0%		
Asian	73%	63%	No	76%
Black/African American	56%	47%	No	60%
Hispanic	63%	59%	No	67%
White	81%	78%	No	83%
English language learners	49%	39%	No	54%
Students with disabilities	47%	32%	No	52%
Economically disadvantaged	58%	51%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	273	26%	29%
Students scoring at or above Achievement Level 4	326	31%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		21%
Students scoring at or above Level 7	12	60%	61%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		66%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	179	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	110	33%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	73	21%	29%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	198	60%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	54%	No	66%
American Indian		0%		
Asian	73%	89%	Yes	76%
Black/African American	53%	42%	No	57%
Hispanic	64%	54%	No	68%
White	79%	75%	No	81%
English language learners	52%	37%	No	57%
Students with disabilities	49%	35%	No	54%
Economically disadvantaged	57%	47%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	261	26%	30%
Students scoring at or above Achievement Level 4	236	24%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		28%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		60%	64%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		72%	75%
Middle school performance on high school EOC and industry certifications		100%	100%

High School Mathematics**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			

Learning Gains

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

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		15%
Students scoring at or above Achievement Level 4	44	85%	85%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	15	100%	100%

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	37	23%	26%
Students scoring at or above Achievement Level 4	47	29%	30%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	25%	29%
Students scoring at or above Achievement Level 4	33	23%	25%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		7
Participation in STEM-related experiences provided for students	20		

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	3%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	3%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	3%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	1%
CTE teachers holding appropriate industry certifications	0	0%	1%

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

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

Civics End-of-Course (EOC) Assessment

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	156	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	38	3%	2%
Students who are not proficient in reading by third grade	98	49%	44%
Students who receive two or more behavior referrals	226	14%	13%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	58	3%	2%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	156	9%	8%
Students who fail a mathematics course	7	1%	1%
Students who fail an English Language Arts course	17	3%	2%
Students who fail two or more courses in any subject	13	2%	1%
Students who receive two or more behavior referrals	226	14%	13%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	58	3%	2%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Title I School

Specific Parental Involvement Targets

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

- G1.** On the 2013 FCAT 2.0 Reading, 58 percent of students at David Lawrence Jr. K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for at least 67 percent to score at Level 3 or above, an increase of 9 percentage points.
- G2.** On the 2013 FCAT 2.0 Writing, 60 percent of fourth and eighth grade students at David Lawrence Jr. K-8 Center, scored at Level 3.5 or above. Our goal for 2014 is for at least 64 percent to score at or above 3.5, an increase of 4 percentage points.
- G3.** On the 2013 FCAT 2.0 Math, 54 percent of students at David Lawrence Jr. K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for at least 66 percent to score at Level 3 or above, an increase of 12 percentage points.
- G4.** In 2013, 72 percent of students completed middle school acceleration courses. Our goal for 2014 is to increase participation to 75 percent, an increase of 3 percentage points.
- G5.** Our goal on the 2014 FCAT 2.0 Math for Algebra I EOC students is for at least 90 percent to score at or above Level 3.
- G6.** Our goal on the 2014 FCAT 2.0 Math for Geometry EOC students is for at least 90 percent to score at Level 3 or above.
- G7.** On the 2013 FCAT 2.0 Science, 23 percent of fifth grade students scored at Level 3 and 29 percent scored above Level 3. Our goal on the 2014 FCAT 2.0 Science is to increase these percentages to 26 percent and 30 percent respectively.
- G8.** On the 2013 FCAT 2.0 Science, 25 percent of eighth grade students scored at Level 3 and 23 percent scored above Level 3. Our goal on the 2014 FCAT 2.0 Science is to increase these percentages to 29 percent and 25 percent respectively.
- G9.** On the 2013 Biology 1 EOC, 100% of students at David Lawrence Jr. K-8 Center scored Level 4 and above. Our goal for 2014 is to maintain at least 90% students scoring Level 4 and above.
- G10.** Our goal for 2013-2014 school year is to increase the number of STEM-related experiences provided for students.
- G11.** David Lawrence Jr. K-8 Center does not currently have CTE courses for industry certification. Our goal for the 2013-2014 school year is to prepare eight grade students to enroll in CTE courses in high school.
- G12.** Our goal for the 2013-2014 school year is to ensure that students score at Level 3 or higher when David Lawrence Jr. K-8 Center students take the Civics EOC for the first time.

- G13.** Our goal for 2013-2014 is to reduce the number of students who miss 10 percent or more of available instruction time due to attendance or suspension issues, and therefore are retained or are not proficient in reading by 3rd grade.

- G14.** Our goal for 2013-2014 is to reduce the number of middle school students who miss 10 percent or more of available instruction, fail courses, or earn one or more behavior referrals.

- G15.** We are a Title I school and have completed the online PIP.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading, 58 percent of students at David Lawrence Jr. K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for at least 67 percent to score at Level 3 or above, an increase of 9 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- McGraw Hill Reading materials
- Differentiated Instruction
- Successmaker
- Reading Plus 4.0
- Time for Kids

Targeted Barriers to Achieving the Goal

- Students within the Hispanic, ELL and Black subgroup need to increase their reading Vocabulary (Reporting Category 1) in order to comprehend fiction and non-fiction texts.
- Students within the ED and SWD subgroup need to increase their frequency of small group instruction due to a deficiency withing Reading Application (Reporting Category 2).
- Students within the Asian and White subgroups need to increase the amount of time spent reading outside of the reading block in order to enhance their skills within Literary Analysis (Reporting Category 3).
- Students scoring at grade level (Level 3), and above grade level (Level 4) require enrichment assignments during small group instruction in order to focus on Informational Text/Research Process (Reporting Category 4).
- Students within the Learning Gains subgroup, require exposure to nonfiction leveled text in order to draw on students' prior experiences and increase student vocabulary, fluency and comprehension as well as increase their assessment scores within Reporting Category 1 (Vocabulary).
- Students with the Lowest 25% require increased usage of SuccessMaker and Reading Plus software to remediate students' areas of deficiency within Reporting Category 2 (Reading Application).
- Students participating in the CELLA Reading and Writing portion require background knowledge and prior experiences which helps them to connect meaning to text and encourage students to write about experiences as well as text.
- Students participating in the CELLA Listening/Speaking portion require more opportunities to respond in complete sentences in order to increase their comfort level in speaking English.
- Students participating in the FAA scoring at Levels 4,5,6 have difficulty understanding vocabulary.
- Student participating in the FAA scoring at Levels 7+ have difficulty reading fluently.

Plan to Monitor Progress Toward the Goal

The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessments.

Person or Persons Responsible

MTSS/RTI team

Target Dates or Schedule:

Bi-weekly

Evidence of Completion:

Formative Assessment: District Interim Assessments, FAIR Summative Assessment: FCAT 2.0, CELLA, Florida Alternate Assessment

G2. On the 2013 FCAT 2.0 Writing, 60 percent of fourth and eighth grade students at David Lawrence Jr. K-8 Center, scored at Level 3.5 or above. Our goal for 2014 is for at least 64 percent to score at or above 3.5, an increase of 4 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Mentor Text
- Online Resources
- Scholastic

Targeted Barriers to Achieving the Goal

- Fourth and eighth grade students need additional help incorporating details to elaborate ideas in their writing pieces in order to score above 3.5.
- Fourth and eighth grade students who take the FAA lack understanding of the proper use of grammar/sentence structure in their writing pieces in order to score at or above 4.0.
- Eighth grade students need additional assistance providing logical, plausible support within their Persuasive writing pieces.

Plan to Monitor Progress Toward the Goal

Teacher/Administrative Conference

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student work samples Summative Assessments - 2014 Florida Writes

G3. On the 2013 FCAT 2.0 Math, 54 percent of students at David Lawrence Jr. K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for at least 66 percent to score at Level 3 or above, an increase of 12 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Hands-on manipulatives
- Brain pop online resources
- Gizmos online resources
- Pacing Guides
- Morning and afternoon tutoring sessions of 60 minutes every day.

Targeted Barriers to Achieving the Goal

- For the FCAT 2.0 Level 3 and FCAT 2.0 Level 4 and above students require more hands-on activities to increase their proficiency in the following Reporting Categories: Grade 3: Fractions, Grades 4-8: Geometry, Statistics and Probability, and Measurement.
- The ELL and SWD students require hands-on activities, cooperative groupings to comprehend math vocabulary, and manipulatives when learning new math concepts in the following Reporting Categories: Grade 3: Fractions, Grades 4-8: Geometry, Statistics and Probability, and Measurement.
- The Black and ED students require small group for instruction and more computer access in the following Reporting Categories: Grade 3: Fractions, Grades 4-8: Geometry, Statistics and Probability, and Measurement.
- The Hispanic and White students require hands-on lessons, the frequency of small group instruction and access to SuccessMaker and Gizmo in the following Reporting Categories: Grade 3: Fractions, Grades 4-8: Geometry, Statistics and Probability, and Measurement.
- The FAA Levels 4-6 and the FAA Levels 7 and above students require hands-on activities and small group instruction when learning new math concepts in the following Reporting Categories: Grade 3: Fractions, Grades 4-8: Geometry, Statistics and Probability, and Measurement.
- The Learning Gains of the lowest 25% and the learning gains of all students require hands-on activities and technology such as Gizmo and SuccessMaker when learning math vocabulary in the following Reporting Categories: Grade 3: Fractions, Grades 4-8: Geometry, Statistics and Probability, and Measurement.

Plan to Monitor Progress Toward the Goal

Set-up calendar of meetings, data chats, professional development sessions and observation schedules.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Monthly.

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessment: 2014 FCAT 2.0 Math Assessment Results

G4. In 2013, 72 percent of students completed middle school acceleration courses. Our goal for 2014 is to increase participation to 75 percent, an increase of 3 percentage points.

Targets Supported

- Math (Middle School Acceleration)

Resources Available to Support the Goal

- Before and after school tutoring sessions of 60 minutes every day.
- Gizmo online instruction
- SuccessMaker

Targeted Barriers to Achieving the Goal

- The anticipated issue for the middle school acceleration students is to provide time so that students can receive supplemental academic assistance.

Plan to Monitor Progress Toward the Goal

Set-up calendar of meetings, data chats, professional development sessions, and observation schedules.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Monthly

Evidence of Completion:

Meeting agendas, rosters assessment results.

G5. Our goal on the 2014 FCAT 2.0 Math for Algebra I EOC students is for at least 90 percent to score at or above Level 3.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Gizmo Online Instruction
- Algebra I text books
- Before and after school tutoring sessions of 60 minutes each

Targeted Barriers to Achieving the Goal

- The anticipated issue for students at Level 3 and students at Level 4 and above is the required level of proficiency in discreet mathematics.

Plan to Monitor Progress Toward the Goal

Set-up calendar of meetings, data chats, professional development sessions, and observation schedules

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessment: 2014 Algebra 1 EOC RResults

G6. Our goal on the 2014 FCAT 2.0 Math for Geometry EOC students is for at least 90 percent to score at Level 3 or above.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Geometry text books
- Gizmo online instruction
- Before and after school tutoring sessions of 60 minutes each.

Targeted Barriers to Achieving the Goal

- An anticipated barrier for students at Level 3 and students at Level 4 and above is to successfully achieve proficiency in three dimensional figures and trigonometry.

Plan to Monitor Progress Toward the Goal

Set-up calendar of meetings, data chats, professional development sessions, and observation schedules.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessment: 2014 Geometry Results

G7. On the 2013 FCAT 2.0 Science, 23 percent of fifth grade students scored at Level 3 and 29 percent scored above Level 3. Our goal on the 2014 FCAT 2.0 Science is to increase these percentages to 26 percent and 30 percent respectively.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Lab materials and manipulatives
- Gizmos

Targeted Barriers to Achieving the Goal

- Fifth grade students require more real world and hands-on experience in order to master concepts and score at Level 3 and at Level 4 or above in the area of Physical Science.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Interim and FCAT 2.0

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessment: Results for 2014 FCAT 2.0 Science

G8. On the 2013 FCAT 2.0 Science, 25 percent of eighth grade students scored at Level 3 and 23 percent scored above Level 3. Our goal on the 2014 FCAT 2.0 Science is to increase these percentages to 29 percent and 25 percent respectively.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Hands-on manipulatives
- Gizmos
- District Pacing Guide
- Tutoring personnel

Targeted Barriers to Achieving the Goal

- Eighth grade students require more real world and hands-on experience in order to master concepts and score at Level 3 and at Level 4 and above in the area of the Nature of Science.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Interim Assessments and FCAT 2.0

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessments: 2014 FCAT 2.0 Science

G9. On the 2013 Biology 1 EOC, 100% of students at David Lawrence Jr. K-8 Center scored Level 4 and above. Our goal for 2014 is to maintain at least 90% students scoring Level 4 and above.

Targets Supported

- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Gizmos
- Science lab manipulatives for elementary school

Targeted Barriers to Achieving the Goal

- Students require a strong foundation in elementary and middle school science in order to mastery concepts in Biology.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Interim and FCAT 2.0

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: District Interim Assessment Summative Assessment: 2014 Biology 1 EOC

G10. Our goal for 2013-2014 school year is to increase the number of STEM-related experiences provided for students.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- STEM-related websites

Targeted Barriers to Achieving the Goal

- Students need more exposure to Project Based Learning instructional activities.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Interim Assessments and FCAT 2.0

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessments: Results for 2014 FCAT 2.0

G11. David Lawrence Jr. K-8 Center does not currently have CTE courses for industry certification. Our goal for the 2013-2014 school year is to prepare eight grade students to enroll in CTE courses in high school.

Targets Supported

- CTE

Resources Available to Support the Goal

- School Counselors

Targeted Barriers to Achieving the Goal

- Eighth grade students need information about the CTE courses available at the high school level.

Plan to Monitor Progress Toward the Goal

Monitor quality and quantity of career day events and guest speaker presentations

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Student enrollment in CTE courses at the high school level

G12. Our goal for the 2013-2014 school year is to ensure that students score at Level 3 or higher when David Lawrence Jr. K-8 Center students take the Civics EOC for the first time.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- District curriculum materials
- District Pacing Guide

Targeted Barriers to Achieving the Goal

- Students are not familiar with tested vocabulary and require more opportunities to read vocabulary rich text.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Interim Assessments

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: District Interim Assessments Summative Assessments: 2014 EOC

G13. Our goal for 2013-2014 is to reduce the number of students who miss 10 percent or more of available instruction time due to attendance or suspension issues, and therefore are retained or are not proficient in reading by 3rd grade.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Incentives for excellent student attendance
- Certificates for excellent student attendance

Targeted Barriers to Achieving the Goal

- A small percentage of students and families habitually demonstrate irregular attendance which results in student deficiencies in core subjects and violations of the Student Code of Conduct which sometimes result in student suspensions.

Plan to Monitor Progress Toward the Goal

Follow FCIM using school weekly attendance data

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Daily Attendance Report Quarterly Attendance Report

G14. Our goal for 2013-2014 is to reduce the number of middle school students who miss 10 percent or more of available instruction, fail courses, or earn one or more behavior referrals.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Incentives for excellent student attendance
- Certificates for excellent student attendance
- Middle School Counselors

Targeted Barriers to Achieving the Goal

- Students who are regularly absent from school, or earn behavior referrals, miss valuable instructional time making it difficult for students to pass courses.

Plan to Monitor Progress Toward the Goal

Follow FCIM using school weekly attendance data

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Daily Attendance Report Quarterly Attendance Report

G15. We are a Title I school and have completed the online PIP.

Targets Supported

Resources Available to Support the Goal

- N/A - Online Parent Involvement Plan (PIP)

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 Reading, 58 percent of students at David Lawrence Jr. K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for at least 67 percent to score at Level 3 or above, an increase of 9 percentage points.

G1.B1 Students within the Hispanic, ELL and Black subgroup need to increase their reading Vocabulary (Reporting Category 1) in order to comprehend fiction and non-fiction texts.

G1.B1.S1 Students will be guided to read fiction, nonfiction texts while using definition word maps increasing students' knowledge in vocabulary. Focus will be on word parts such as prefix, suffix, root words, multiple meaning words and context clues to address the deficiency with Report Category 1 (Vocabulary)

Action Step 1

Teachers will utilize resources in the Reading Series as well as the Florida Center for Reading Research to increase student performance within Reporting Category 1 (Vocabulary)

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Products

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

Classroom evidence during walk throughs to ensure students are making progress in Vocabulary will be used to monitor fidelity of the implemented strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Student Products Formative: District Interim Assessment Summative: Results of the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Data Analysis Meetings will occur to ensure effectiveness of strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

BiWeekly

Evidence of Completion

Formative Assessments - District Interim Assessments FAIR Summative: Results of the 2014 FCAT 2.0

G1.B2 Students within the ED and SWD subgroup need to increase their frequency of small group instruction due to a deficiency withing Reading Application (Reporting Category 2).

G1.B2.S1 Teachers will increase the frequency of small group instruction in order to address the needs of students for Reporting Category 2 (Reading Application).

Action Step 1

Teachers will utilize resources within the McGraw-Hill Series and the Florida Center for Reading Research to provide students with opportunities to increase their test results in Reporting Category 2 (Reading Application), while maintaining fluid small group instruction in the classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

4-5 times per week

Evidence of Completion

Students Products Formative Assessments- District Interim Assessments, FAIR Summative Assessments- Results for the 2014 FCAT 2.0

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

Small group instruction will be observed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Student Products Formative Assessments - District Interim Assessment, FAIR Summative: Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Data Analysis Meetings will take place to ensure effectiveness of small group instruction taking place in the classrooms.

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative Assessments- District Interim Assessment, FAIR Summative Assessment - Results from the 2014 FCAT 2.0

G1.B3 Students within the Asian and White subgroups need to increase the amount of time spent reading outside of the reading block in order to enhance their skills within Literary Analysis (Reporting Category 3).

G1.B3.S1 Teachers will provide incentives to increase usage of online reading programs such as Accelerated Reader, Reading Plus and Starfall in order to increase the amount of time spent reading outside of the Reading Block to address the deficiency within Reporting Category 3 (Literary Analysis).

Action Step 1

Teachers will closely monitor students' usage of online reading programs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

AR Reports

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

Online reading program usage reports will be closely monitored to ensure fidelity of strategy.

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative - District Interim Assessment, FAIR Summative Assessment - 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

Data Analysis Meetings will take place to ensure effectiveness of strategy.

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative Assessments - District Interim Assessment, FAIR Summative Assessments - Results for the 2014 FCAT 2.0

G1.B4 Students scoring at grade level (Level 3), and above grade level (Level 4) require enrichment assignments during small group instruction in order to focus on Informational Text/Research Process (Reporting Category 4).

G1.B4.S1 Teachers will provide enrichment assignments during small group instruction.

Action Step 1

Enrichment assignments during center rotations will be implemented to increase student achievement with the Reporting Category 4 (Informational Text/Research Process).

Person or Persons Responsible

Teachers

Target Dates or Schedule

3-4 times per week

Evidence of Completion

Student Products

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

Classes will be observed during small group instruction to ensure fidelity of the implemented strategy.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Student Products Formative Assessments: District Interim Assessment, FAIR Summative Assessment: Results of the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Data Analysis Meeting will take place in order to monitor the effectiveness of the strategy.

Person or Persons Responsible

LLT

Target Dates or Schedule

BiWeekly

Evidence of Completion

Formative Assessments - District Interim Assessments FAIR Summative Assessments - Results for the 2014 FCAT 2.0

G1.B5 Students within the Learning Gains subgroup, require exposure to nonfiction leveled text in order to draw on students' prior experiences and increase student vocabulary, fluency and comprehension as well as increase their assessment scores within Reporting Category 1 (Vocabulary).

G1.B5.S1 Teachers will utilize appropriately leveled, nonfiction passages which draw on students' prior experiences to increase student knowledge within Reporting Category 1 (Vocabulary), fluency and comprehension while building students' background knowledge.

Action Step 1

Teachers will expose students to appropriately leveled nonfiction texts during differentiated instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

3-4 times per week

Evidence of Completion

Student Products

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

Teachers will monitor students progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Student Products, Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Classroom observation, data analysis meeting

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Formative Assessments - District Interim Assessments FAIR Summative Assessments - 2014 FCAT 2.0

G1.B6 Students with the Lowest 25% require increased usage of SuccessMaker and Reading Plus software to remediate students' areas of deficiency within Reporting Category 2 (Reading Application).

G1.B6.S1 Successmaker and Reading Plus will be usage will be increased to remediate student deficiencies within Reporting Category 2 (Reading Application).

Action Step 1

Teachers will implement rotation schedules on available computers for students to complete required sessions on Successmaker and Reading Plus.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Successmaker Reports Reading Plus Reports

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

Reports from Reading Plus and Successmaker will be utilized to ensure appropriate student usage on programs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Reports

Plan to Monitor Effectiveness of G1.B6.S1

Data will be analyzed to monitor the effectiveness of Reading Plus and Successmaker and individual student progress will be discussed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative Assessments - District Interim Assessments FAIR Summative Assessments - Results for the 2014 FCAT 2.0

G1.B7 Students participating in the CELLA Reading and Writing portion require background knowledge and prior experiences which helps them to connect meaning to text and encourage students to write about experiences as well as text.

G1.B7.S1 Teachers will utilize nonfiction, appropriately leveled texts which draw on students' prior experiences in order to target vocabulary, fluency, comprehension, as well as provide students the opportunity to respond in writing in their response journals.

Action Step 1

Teachers will utilize the strategy listed to encourage LEP students to draw on prior experiences to target vocabulary, fluency, comprehension and writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Products

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

Teachers will manage lesson plans and classroom instruction to ensure materials are being used with fidelity.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Products Data

Plan to Monitor Effectiveness of G1.B7.S1

Reading Coach will model effective instructional strategies for teachers of ELL students.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessments- District Interim Assessments FAIR Summative Assessments - CELLA

G1.B8 Students participating in the CELLA Listening/Speaking portion require more opportunities to respond in complete sentences in order to increase their comfort level in speaking English.

G1.B8.S1 Teachers will provide meaningful language practice through Total Physical Response, Teacher Led Groups.

Action Step 1

Teachers will implement to said strategy (Total Physical Response) within their Differentiated Instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

3-4 times per week.

Evidence of Completion

Student Products

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

Teachers will utilize their Daily Lesson Plans to ensure strategy is implemented.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G1.B8.S1

Classroom Walk throughs,

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: District Interim Assessment FAIR Summative: CELLA

G1.B9 Students participating in the FAA scoring at Levels 4,5,6 have difficulty understanding vocabulary.

G1.B9.S1 Students will learn word meanings using visual representations and increasing vocabulary.

Action Step 1

Teachers will use a variety of appropriately leveled texts using visual representations to learning word meaning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Products

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

SPED Chair will ensure fidelity of strategy.

Person or Persons Responsible

Teachers SPED Chair

Target Dates or Schedule

Weekly

Evidence of Completion

Ongoing classroom assessment based on instruction.

Plan to Monitor Effectiveness of G1.B9.S1

Classroom walk through will be conducted. Student Progress will be analyzed.

Person or Persons Responsible

SPED Chair Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Ongoing classroom assessment based on instruction.

G1.B10 Student participating in the FAA scoring at Levels 7+ have difficulty reading fluently.

G1.B10.S1 Students will listen to recorded texts and participate in Read Alouds.

Action Step 1

Teachers will utilize recordings of stories as a model for students to encourage proper fluent reading.

Person or Persons Responsible

Teachers Media Specialist

Target Dates or Schedule

Weekly

Evidence of Completion

Student Progress

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

Classroom walk throughs

Person or Persons Responsible

SPED Chair Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student Progress Summative: 2014 FAA

Plan to Monitor Effectiveness of G1.B10.S1

Ongoing classroom assessment (I-Ready, student work samples will be analyzed).

Person or Persons Responsible

Teacher SPED Chair Administrative Team

Target Dates or Schedule

Biweekly

Evidence of Completion

Summative: 2014 FAA

G2. On the 2013 FCAT 2.0 Writing, 60 percent of fourth and eighth grade students at David Lawrence Jr. K-8 Center, scored at Level 3.5 or above. Our goal for 2014 is for at least 64 percent to score at or above 3.5, an increase of 4 percentage points.

G2.B1 Fourth and eighth grade students need additional help incorporating details to elaborate ideas in their writing pieces in order to score above 3.5.

G2.B1.S1 Teachers will monitor student progress and address needs of students through modified lessons.

Action Step 1

Teachers will expose students to exemplar texts, model detailed writing and conference with students individually.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Student work Classroom observations

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

Model instruction Conference with teachers Conference with students

Person or Persons Responsible

LLT

Target Dates or Schedule

Daily

Evidence of Completion

Student work Writing assessments Classroom observations

Plan to Monitor Effectiveness of G2.B1.S1

Writing Assessments

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Increased writing scores on monthly assessments

G2.B2 Fourth and eighth grade students who take the FAA lack understanding of the proper use of grammar/sentence structure in their writing pieces in order to score at or above 4.0.

G2.B2.S1 Students will be taught verbal sentence structure skills in order to address their deficiency in writing.

Action Step 1

Teachers will use SLP strategies to improve the use of grammar/sentence structure in students' writing pieces in order for students to score at or above a 4.0 on the FAA.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Products

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

Teachers will be observed to ensure fidelity of strategy.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G2.B2.S1

Ongoing classroom assessments will take place to monitor effectiveness of strategy.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Student Products and SLP assessments based on instruction.

G2.B3 Eighth grade students need additional assistance providing logical, plausible support within their Persuasive writing pieces.

G2.B3.S1 In order to provide students will additional assistance providing logical, plausible support in the Persuasive writing pieces, teacher-student conferences will take place in the classroom.

Action Step 1

Teachers will meet with students daily and provide feedback on individual writing pieces daily, while students actively participate in the writing process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Products

Plan to Monitor Fidelity of Implementation of G2.B3.S1

In order to monitor for fidelity of this strategy, teachers will be observed during student conferencing.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Monthly Writing Assessment Student Progress

Plan to Monitor Effectiveness of G2.B3.S1

Effectiveness of strategy will occur during Data Analysis meetings.

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative: Monthly Writing Assessments, District Progress Testing Summative: 2014 Florida Writes

G3. On the 2013 FCAT 2.0 Math, 54 percent of students at David Lawrence Jr. K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for at least 66 percent to score at Level 3 or above, an increase of 12 percentage points.

G3.B1 • For the FCAT 2.0 Level 3 and FCAT 2.0 Level 4 and above students require more hands-on activities to increase their proficiency in the following Reporting Categories: Grade 3: Fractions, Grades 4-8: Geometry, Statistics and Probability, and Measurement.

G3.B1.S1 Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement, fractions, proportional relationships, and statistics in the mathematics classroom.

Action Step 1

Teachers will utilize technology through programs such as Brain Pop and Gizmo to reinforce math concepts. Math skills and principles will be reinforced through interdisciplinary/cross-curricular activities to make the real-world connections of math.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observations

Facilitator:

Mathematics Coach

Participants:

Classroom teachers

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

Following the Florida Continuous Improvement Model, assessment data reports will be reviewed and instruction will be adjusted as needed; implement data chats.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Effectiveness of G3.B1.S1

Following the Florida Continuous Improvement Model, assessment data reports will be reviewed and instruction will be adjusted as needed; conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly assessments, District Interim data reports, Student authentic work.

G3.B2 The ELL and SWD students require hands-on activities, cooperative groupings to comprehend math vocabulary, and manipulatives when learning new math concepts in the following Reporting Categories: Grade 3: Fractions, Grades 4-8: Geometry, Statistics and Probability, and Measurement.

G3.B2.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement, fractions, ratios, proportional relationships, and statistics.

Action Step 1

Teachers will increase the number of hands-on activities weekly and create cooperative grouping when learning math vocabulary as well as provide learners the opportunity to use manipulatives to learn new math concepts.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Weekly lesson plans, classroom observation, and student work folders.

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

Following the Florida Continuous Improvement Model, assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Weekly.

Evidence of Completion

Interim Assessment, teacher-made tests.

Plan to Monitor Effectiveness of G3.B2.S1

Following the Florida Continuous Improvement Model, assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Weekly.

Evidence of Completion

Student Work folders, quizzes, tests, and Interim Assessments.

G3.B3 The Black and ED students require small group for instruction and more computer access in the following Reporting Categories: Grade 3: Fractions, Grades 4-8: Geometry, Statistics and Probability, and Measurement.

G3.B3.S1 Support mathematical fluency and problem solving skills in the areas of geometry and measurement, fractions, ratios, proportional relationships, and statistics by providing time and technology to practice and apply learned concepts in real-life situations.

Action Step 1

Provide students with opportunities for after school and computer access by implementing discovery-based learning activities to develop conceptual understanding of math related to real life situation.

Person or Persons Responsible

Classroom teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work folders, quizzes, tests, Interim Assessments.

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

Following the Florida Continuous Improvement Model, bi weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes, Tests, Interim Assessments.

Plan to Monitor Effectiveness of G3.B3.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes, Test, Interim Assessments.

G3.B4 The Hispanic and White students require hands-on lessons, the frequency of small group instruction and access to SuccessMaker and Gizmo in the following Reporting Categories: Grade 3: Fractions, Grades 4-8: Geometry, Statistics and Probability, and Measurement.

G3.B4.S1 Identify 3rd to 8th students to use an in-school intervention tutorial program (such as Compass Learning, SuccessMaker) to address the mathematics deficiencies particularly in the areas of geometry and measurement, fractions, ratios, proportional relationships, statistics and probability as indicated by data reports.

Action Step 1

Provide students opportunities with technology for a variety of representations to infuse higher order questioning strategies to promote critical and independent thinking for a deeper understanding of mathematical concepts.

Person or Persons Responsible

Classroom teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work folders, quizzes, tests, Interim Assessments.

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes, Tests, Interim Assessments.

Plan to Monitor Effectiveness of G3.B4.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes, Tests, Interim Assessments.

G3.B5 The FAA Levels 4-6 and the FAA Levels 7 and above students require hands-on activities and small group instruction when learning new math concepts in the following Reporting Categories: Grade 3: Fractions, Grades 4-8: Geometry, Statistics and Probability, and Measurement.

G3.B5.S1 Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement, fractions, ratios, proportional relationships, and statistics in the mathematics classroom.

Action Step 1

Teachers will increase the number of hands-on activities and create small group when learning math vocabulary.

Person or Persons Responsible

Classroom teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Weekly lesson plans, classroom observation, and student work folders.

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes, tests, Interim Assessments.

Plan to Monitor Effectiveness of G3.B5.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, Interim Assessments.

G3.B6 The Learning Gains of the lowest 25% and the learning gains of all students require hands-on activities and technology such as Gizmo and SuccessMaker when learning math vocabulary in the following Reporting Categories: Grade 3: Fractions, Grades 4-8: Geometry, Statistics and Probability, and Measurement.

G3.B6.S1 Support mathematical fluency and problem solving skills in the areas of geometry and measurement, fractions, ratios, proportional relationships, and statistics by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Teachers will increase the number of hands-on activities and utilize Gizmo and SuccessMaker when learning math vocabulary.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Weekly lesson plans, classroom observation, and student work folders.

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

Following the Florida Continuous Improvement Model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Weekly

Evidence of Completion

Quizzes, tests, Interim Assessments.

Plan to Monitor Effectiveness of G3.B6.S1

Following the Florida Continuous Improvement Model, weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Weekly

Evidence of Completion

Quizzes, tests, Interim Assessments.

G4. In 2013, 72 percent of students completed middle school acceleration courses. Our goal for 2014 is to increase participation to 75 percent, an increase of 3 percentage points.

G4.B1 The anticipated issue for the middle school acceleration students is to provide time so that students can receive supplemental academic assistance.

G4.B1.S1 There will be communication among administrators, teachers, parents, and PTA organization about the academic assistance for students that school provides.

Action Step 1

Provide students opportunities to receive academic assistance before and after school.

Person or Persons Responsible

Administrators, Teachers, Parents, PTA Organization

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, quizzes, tests, Interim Assessments

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

Following the Florida Continuous Improvement model, bi-weekly assessment data reports will be reviewed and academic assistance strategy will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI.

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes, tests, Interim Assessments.

Plan to Monitor Effectiveness of G4.B1.S1

Following the Florida Continuous Improvement model, bi-weekly assessment data reports will be reviewed and academic assistance strategy will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI.

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes, tests, Interim Assessments.

G5. Our goal on the 2014 FCAT 2.0 Math for Algebra I EOC students is for at least 90 percent to score at or above Level 3.

G5.B1 The anticipated issue for students at Level 3 and students at Level 4 and above is the required level of proficiency in discreet mathematics.

G5.B1.S1 Provide opportunities for students to master the content so they will be able to: completely factor polynomials expressions when more than one method is required and simplify rational expressions.

Action Step 1

Students will solve algebraic proportions in real world and mathematical contexts using multiple representations to find ways to combine those perspectives to reach deeper conclusions and connections. Teachers will assist students as they make sense of their conclusions.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, quizzes, tests, Interim Assessments

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Weekly Classroom Assessment data

G6. Our goal on the 2014 FCAT 2.0 Math for Geometry EOC students is for at least 90 percent to score at Level 3 or above.

G6.B1 An anticipated barrier for students at Level 3 and students at Level 4 and above is to successfully achieve proficiency in three dimensional figures and trigonometry.

G6.B1.S1 Provide opportunities for students to master the content so they will be able to: use properties of congruent and similar polygons to solve mathematical and real-world problems and use coordinate geometry to justify measures and characteristics of congruent, regular, and similar quadrilaterals.

Action Step 1

Students will apply geometric concepts in modeling real world situations through the use of technology tools for varying assumptions and comparing predictions to demonstrate a solution to a problem.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders, quizzes, tests, Interim Assessments.

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, Interim Assessments.

Plan to Monitor Effectiveness of G6.B1.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, Interim Assessments.

G7. On the 2013 FCAT 2.0 Science, 23 percent of fifth grade students scored at Level 3 and 29 percent scored above Level 3. Our goal on the 2014 FCAT 2.0 Science is to increase these percentages to 26 percent and 30 percent respectively.

G7.B1 Fifth grade students require more real world and hands-on experience in order to master concepts and score at Level 3 and at Level 4 or above in the area of Physical Science.

G7.B1.S1 Students will complete weekly hands-on labs in the area of Physical Science. Students will review topics daily at the beginning of each science class (DO-NOW) to reinforce their understanding and retention of concepts.

Action Step 1

Teachers will implement weekly hands-on labs and utilize technology through programs such as Brain Pop and Gizmo to reinforce scientific concepts.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Classroom observations

Facilitator:

Science Leader

Participants:

Science Teachers

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

Conduct weekly formal and informal classroom walkthroughs and observations.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Observations Student work samples

Plan to Monitor Effectiveness of G7.B1.S1

Monitor monthly grade level assessments

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly grade level assessment results Student work samples

G8. On the 2013 FCAT 2.0 Science, 25 percent of eighth grade students scored at Level 3 and 23 percent scored above Level 3. Our goal on the 2014 FCAT 2.0 Science is to increase these percentages to 29 percent and 25 percent respectively.

G8.B1 Eighth grade students require more real world and hands-on experience in order to master concepts and score at Level 3 and at Level 4 and above in the area of the Nature of Science.

G8.B1.S1 Students will complete weekly hands-on labs in the area of the Nature of Science. Students will review topics daily at the beginning of each science class (DO NOW) to reinforce their understanding and retention of concepts.

Action Step 1

Teachers will implement weekly hands-on labs and utilize technology through programs such as Gizmos to reinforce scientific concepts.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Classroom Observations Student Projects

Facilitator:

Science Leader

Participants:

Science Teachers

Action Step 2

Teachers will implement weekly hands-on labs and utilize technology through programs such as Gizmos to reinforce scientific concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Classroom Observations Student Projects

Facilitator:

Science Leader

Participants:

Science Teachers

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

Conduct weekly formal and informal classroom walkthroughs and observations.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Weekly

Evidence of Completion

Monthly Grade Level Assessment results District Interim Assessment results

Plan to Monitor Effectiveness of G8.B1.S1

Monitor assessment results

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Grade Level and District Inteim Assessment Results

G9. On the 2013 Biology 1 EOC, 100% of students at David Lawrence Jr. K-8 Center scored Level 4 and above. Our goal for 2014 is to maintain at least 90% students scoring Level 4 and above.

G9.B1 Students require a strong foundation in elementary and middle school science in order to mastery concepts in Biology.

G9.B1.S1 Provide weekly hands-on labs for all students in the elementary and middle school to ensure mastery of foundational concepts and skills.

Action Step 1

Provide weekly hands-on labs for all grade levels

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Classroom Observations Student Projects

Facilitator:

Science Leader

Participants:

Teachers

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

Monitor grade level planning and classroom instruction

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans Classroom Observations Student work

Plan to Monitor Effectiveness of G9.B1.S1

Monitor grade level and Interim assessments

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Grade level and District Interim Assessment results

G10. Our goal for 2013-2014 school year is to increase the number of STEM-related experiences provided for students.

G10.B1 Students need more exposure to Project Based Learning instructional activities.

G10.B1.S1 Students will be introduced to various forms of innovation found throughout the world through online research, videos and guest speakers.

Action Step 1

Teachers will create an original and innovative community of programs that utilize STEM (on-site scavenger hunts, outdoor labs, Saturday earth rotation experience, etc...)

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans Classroom observations Calendar of events

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

Review Calendar of events for quality and quantity of STEM-related events

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans Classroom Observations

Plan to Monitor Effectiveness of G10.B1.S1

Monitor grade level assessment results

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly teacher assessment data Lesson Plans Classroom Observations Student work samples

G11. David Lawrence Jr. K-8 Center does not currently have CTE courses for industry certification. Our goal for the 2013-2014 school year is to prepare eight grade students to enroll in CTE courses in high school.

G11.B1 Eighth grade students need information about the CTE courses available at the high school level.

G11.B1.S1 Middle school counselors will invite high school representatives to share information about CTE courses available to incoming freshman.

Action Step 1

Middle school counselors will invite high school representatives to share information about available high school CTE courses with eight grade students.

Person or Persons Responsible

Middle School Counselors

Target Dates or Schedule

Spring Semester

Evidence of Completion

High School presentation agenda

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

Administrators will ensure that CTE events are placed on the school calendar.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Spring Semester

Evidence of Completion

School activity calendar

Plan to Monitor Effectiveness of G11.B1.S1

Increase in the number of freshmen who register for CTE courses at the high school.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Fall 2014

Evidence of Completion

Administrators will verify the number of eighth grade students who register for CTE courses as freshmen in high school.

G12. Our goal for the 2013-2014 school year is to ensure that students score at Level 3 or higher when David Lawrence Jr. K-8 Center students take the Civics EOC for the first time.

G12.B1 Students are not familiar with tested vocabulary and require more opportunities to read vocabulary rich text.

G12.B1.S1 Provide teachers with supplemental reading materials to provide students with more sources of vocabulary rich text.

Action Step 1

Utilize vocabulary rich text in all Social Studies classes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans; Classroom Observations

Action Step 2

Utilize vocabulary rich text in all Social Studies classes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans; Classroom Observations

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

Monitor classroom instruction

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Weekly

Evidence of Completion

Monthly Student Assessments

Plan to Monitor Effectiveness of G12.B1.S1

Monitor Monthly Student Assessments and District Interim Assessments

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Monthly Student Assessments and District Interim Assessments data

G13. Our goal for 2013-2014 is to reduce the number of students who miss 10 percent or more of available instruction time due to attendance or suspension issues, and therefore are retained or are not proficient in reading by 3rd grade.

G13.B1 A small percentage of students and families habitually demonstrate irregular attendance which results in student deficiencies in core subjects and violations of the Student Code of Conduct which sometimes result in student suspensions.

G13.B1.S1 Promote excellent student attendance to increase instructional time so that at risk students are available for interventions during the school day.

Action Step 1

Promote attendance awards and incentive to parents and students
Contact parents in writing after 3 unexcused student absences
Require parents to attend an Attendance Review Committee Meeting after 5 unexcused student absences
Provide a quarterly incentive to students with Perfect Attendance

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased attendance

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

Monitor daily attendance and contact parents

Person or Persons Responsible

Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Attendance referrals

Plan to Monitor Effectiveness of G13.B1.S1

Monitor daily attendance percentage

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in weekly attendance rate

G13.B1.S2 Ensure that all classroom teachers follow the school's progressive discipline plan so that parents are informed of violations of the Code of Student Conduct early, thereby reducing the number of student referrals which lead to suspensions and students missing instructional time.

Action Step 1

Promote attendance awards and incentive to parents and students Contact parents in writing after 3 unexcused student absences Require parents to attend an Attendance Review Committee Meeting after 5 unexcused student absences Provide a quarterly incentive to students with Perfect Attendance

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased attendance

Plan to Monitor Fidelity of Implementation of G13.B1.S2

Monitor daily attendance and contact parents

Person or Persons Responsible

Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Attendance referrals

Plan to Monitor Effectiveness of G13.B1.S2

Monitor daily attendance percentage

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in weekly attendance rate

G14. Our goal for 2013-2014 is to reduce the number of middle school students who miss 10 percent or more of available instruction, fail courses, or earn one or more behavior referrals.

G14.B1 Students who are regularly absent from school, or earn behavior referrals, miss valuable instructional time making it difficult for students to pass courses.

G14.B1.S1 Promote excellent student attendance to increase instructional time so that at risk students have more time master content, complete assignments and therefore increase the likelihood that they pass courses.

Action Step 1

Promote attendance awards and incentive to parents and students Contact parents in writing after 3 unexcused student absences Require parents to to attend an Attendance Review Committee Meeting after 5 unexcused student absences Provide a quarterly incentive to students with Perfect Attendance

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased attendance

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Monitor daily attendance and contact parents

Person or Persons Responsible

Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Attendance referrals

Plan to Monitor Effectiveness of G14.B1.S1

Monitor daily attendance percentage

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in weekly attendance rate

G14.B1.S2 Ensure that all middle school teachers follow the school's progressive discipline plan so that parents are informed of violations of the Code of Student Conduct early, thereby reducing the number of student referrals which lead to suspensions and students missing instructional time.

Action Step 1

Promote attendance awards and incentive to parents and students Contact parents in writing after 3 unexcused student absences Require parents to to attend an Attendance Review Committee Meeting after 5 unexcused student absences Provide a quarterly incentive to students with Perfect Attendance

Person or Persons Responsible

Middle School Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Increased attendance

Plan to Monitor Fidelity of Implementation of G14.B1.S2

Monitor daily attendance and contact parents

Person or Persons Responsible

Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Attendance referrals

Plan to Monitor Effectiveness of G14.B1.S2

Monitor daily attendance percentage

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in weekly attendance rate

Coordination and Integration

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

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

Title I, Part A

David Lawrence Jr. K-8 Center provides services to ensure students requiring additional remediation are assisted through afterschool programs and/or summer school. The district coordinates with Title II and Title III in ensuring that our staff development needs are provided. Our Curriculum Coaches develop, lead, and evaluate school core content standards/programs and identify and analyze existing literature on researched-based curriculum/behavior assessment and intervention approaches. They also identify systematic patterns of student's needs while working with district personnel to: identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered "at risk"; assist in the design of 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 our school-wide program include Supplemental Educational Services and special support services for special needs population such as homeless, neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

The District receives funds to support our Educational Alternative Outreach program. Services are coordinated with district Drop- Out Prevention programs.

Title II

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

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

Title III

Title III funds are used to supplement and enhance our programs for English Language Learners (ELL) and immigrant students by allowing us to implement an after school tutorial program focusing on improving reading and comprehension skills.

Title VI, Part B - NA

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several

homeless shelters in the community, pending funding.

- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

David Lawrence Jr. K-8 Center will receive funding from supplemental Academic Instruction as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The David Lawrence Jr. K-8 Center Bullying Prevention Program is a comprehensive, school-wide initiative that supports the District's "Policy against Bullying and Harassment." In an effort to provide a safe learning environment in which bullying, harassment, and intimidation will not be tolerated, we are committed to providing awareness, prevention and education. The Safe and Drug-Free School Program addresses violence, drug prevention and intervention services for students through curriculum implemented by our classroom teachers, counselors and the TRUST specialist. The TRUST Specialist focuses on counseling students to solve problems related to drugs, alcohol, stress, suicide, isolation, family violence and other issues. Additionally, counseling services are provided to families as an alternative to suspension.

Nutrition Programs

David Lawrence Jr. K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care program follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

David Lawrence Jr. K-8 Center middle school students are exposed to career and technical education opportunities through a partnership with Alonzo and Tracy Mourning Senior High School, our feeder pattern high school. Students visit the high school to preview the programs offered and participate in activities when appropriate.

Job Training

N/A

Other

David Lawrence Jr. K-8 Center aims to involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center. Information is provided to parents in the three languages regarding available programs, their rights under No Child Left Behind Act and other referral services. In addition, the school works to increase parental engagement/involvement through developing our Title I School-Parent Compact, our school's Title I Parental Involvement Policy, scheduling the Title I Orientation Meeting and other documents/activities necessary in order to comply with dissemination and reporting requirements.

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.

G3. On the 2013 FCAT 2.0 Math, 54 percent of students at David Lawrence Jr. K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for at least 66 percent to score at Level 3 or above, an increase of 12 percentage points.

G3.B1 • For the FCAT 2.0 Level 3 and FCAT 2.0 Level 4 and above students require more hands-on activities to increase their proficiency in the following Reporting Categories: Grade 3: Fractions, Grades 4-8: Geometry, Statistics and Probability, and Measurement.

G3.B1.S1 Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement, fractions, proportional relationships, and statistics in the mathematics classroom.

PD Opportunity 1

Teachers will utilize technology through programs such as Brain Pop and Gizmo to reinforce math concepts. Math skills and principles will be reinforced through interdisciplinary/cross-curricular activities to make the real-world connections of math.

Facilitator

Mathematics Coach

Participants

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observations

G7. On the 2013 FCAT 2.0 Science, 23 percent of fifth grade students scored at Level 3 and 29 percent scored above Level 3. Our goal on the 2014 FCAT 2.0 Science is to increase these percentages to 26 percent and 30 percent respectively.

G7.B1 Fifth grade students require more real world and hands-on experience in order to master concepts and score at Level 3 and at Level 4 or above in the area of Physical Science.

G7.B1.S1 Students will complete weekly hands-on labs in the area of Physical Science. Students will review topics daily at the beginning of each science class (DO-NOW) to reinforce their understanding and retention of concepts.

PD Opportunity 1

Teachers will implement weekly hands-on labs and utilize technology through programs such as Brain Pop and Gizmo to reinforce scientific concepts.

Facilitator

Science Leader

Participants

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Classroom observations

G8. On the 2013 FCAT 2.0 Science, 25 percent of eighth grade students scored at Level 3 and 23 percent scored above Level 3. Our goal on the 2014 FCAT 2.0 Science is to increase these percentages to 29 percent and 25 percent respectively.

G8.B1 Eighth grade students require more real world and hands-on experience in order to master concepts and score at Level 3 and at Level 4 and above in the area of the Nature of Science.

G8.B1.S1 Students will complete weekly hands-on labs in the area of the Nature of Science. Students will review topics daily at the beginning of each science class (DO NOW) to reinforce their understanding and retention of concepts.

PD Opportunity 1

Teachers will implement weekly hands-on labs and utilize technology through programs such as Gizmos to reinforce scientific concepts.

Facilitator

Science Leader

Participants

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Classroom Observations Student Projects

PD Opportunity 2

Teachers will implement weekly hands-on labs and utilize technology through programs such as Gizmos to reinforce scientific concepts.

Facilitator

Science Leader

Participants

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Classroom Observations Student Projects

G9. On the 2013 Biology 1 EOC, 100% of students at David Lawrence Jr. K-8 Center scored Level 4 and above. Our goal for 2014 is to maintain at least 90% students scoring Level 4 and above.

G9.B1 Students require a strong foundation in elementary and middle school science in order to mastery concepts in Biology.

G9.B1.S1 Provide weekly hands-on labs for all students in the elementary and middle school to ensure mastery of foundational concepts and skills.

PD Opportunity 1

Provide weekly hands-on labs for all grade levels

Facilitator

Science Leader

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Classroom Observations Student Projects

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	On the 2013 FCAT 2.0 Math, 54 percent of students at David Lawrence Jr. K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for at least 66 percent to score at Level 3 or above, an increase of 12 percentage points.	\$500
G7.	On the 2013 FCAT 2.0 Science, 23 percent of fifth grade students scored at Level 3 and 29 percent scored above Level 3. Our goal on the 2014 FCAT 2.0 Science is to increase these percentages to 26 percent and 30 percent respectively.	\$250
G8.	On the 2013 FCAT 2.0 Science, 25 percent of eighth grade students scored at Level 3 and 23 percent scored above Level 3. Our goal on the 2014 FCAT 2.0 Science is to increase these percentages to 29 percent and 25 percent respectively.	\$500
G9.	On the 2013 Biology 1 EOC, 100% of students at David Lawrence Jr. K-8 Center scored Level 4 and above. Our goal for 2014 is to maintain at least 90% students scoring Level 4 and above.	\$200
G10.	Our goal for 2013-2014 school year is to increase the number of STEM-related experiences provided for students.	\$500
G13.	Our goal for 2013-2014 is to reduce the number of students who miss 10 percent or more of available instruction time due to attendance or suspension issues, and therefore are retained or are not proficient in reading by 3rd grade.	\$10,000
G14.	Our goal for 2013-2014 is to reduce the number of middle school students who miss 10 percent or more of available instruction, fail courses, or earn one or more behavior referrals.	\$10,000
Total		\$21,950

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Personnel	Total
EESAC	\$1,200	\$750	\$0	\$1,950
Title I	\$10,000	\$0	\$10,000	\$20,000
Total	\$11,200	\$750	\$10,000	\$21,950

Budget Details

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

G3. On the 2013 FCAT 2.0 Math, 54 percent of students at David Lawrence Jr. K-8 Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for at least 66 percent to score at Level 3 or above, an increase of 12 percentage points.

G3.B1 • For the FCAT 2.0 Level 3 and FCAT 2.0 Level 4 and above students require more hands-on activities to increase their proficiency in the following Reporting Categories: Grade 3: Fractions, Grades 4-8: Geometry, Statistics and Probability, and Measurement.

G3.B1.S1 Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry and measurement, fractions, proportional relationships, and statistics in the mathematics classroom.

Action Step 1

Teachers will utilize technology through programs such as Brain Pop and Gizmo to reinforce math concepts. Math skills and principles will be reinforced through interdisciplinary/cross-curricular activities to make the real-world connections of math.

Resource Type

Other

Resource

Math manipulatives, stationery supplies

Funding Source

EESAC

Amount Needed

\$500

G7. On the 2013 FCAT 2.0 Science, 23 percent of fifth grade students scored at Level 3 and 29 percent scored above Level 3. Our goal on the 2014 FCAT 2.0 Science is to increase these percentages to 26 percent and 30 percent respectively.

G7.B1 Fifth grade students require more real world and hands-on experience in order to master concepts and score at Level 3 and at Level 4 or above in the area of Physical Science.

G7.B1.S1 Students will complete weekly hands-on labs in the area of Physical Science. Students will review topics daily at the beginning of each science class (DO-NOW) to reinforce their understanding and retention of concepts.

Action Step 1

Teachers will implement weekly hands-on labs and utilize technology through programs such as Brain Pop and Gizmo to reinforce scientific concepts.

Resource Type

Evidence-Based Program

Resource

Scavenger Hunt items, stationery supplies

Funding Source

EESAC

Amount Needed

\$250

G8. On the 2013 FCAT 2.0 Science, 25 percent of eighth grade students scored at Level 3 and 23 percent scored above Level 3. Our goal on the 2014 FCAT 2.0 Science is to increase these percentages to 29 percent and 25 percent respectively.

G8.B1 Eighth grade students require more real world and hands-on experience in order to master concepts and score at Level 3 and at Level 4 and above in the area of the Nature of Science.

G8.B1.S1 Students will complete weekly hands-on labs in the area of the Nature of Science. Students will review topics daily at the beginning of each science class (DO NOW) to reinforce their understanding and retention of concepts.

Action Step 1

Teachers will implement weekly hands-on labs and utilize technology through programs such as Gizmos to reinforce scientific concepts.

Resource Type

Other

Resource

Interventionists

Funding Source

EESAC

Amount Needed

\$300

Action Step 2

Teachers will implement weekly hands-on labs and utilize technology through programs such as Gizmos to reinforce scientific concepts.

Resource Type

Other

Resource

Hands-on manipulatives

Funding Source

EESAC

Amount Needed

\$200

G9. On the 2013 Biology 1 EOC, 100% of students at David Lawrence Jr. K-8 Center scored Level 4 and above. Our goal for 2014 is to maintain at least 90% students scoring Level 4 and above.

G9.B1 Students require a strong foundation in elementary and middle school science in order to mastery concepts in Biology.

G9.B1.S1 Provide weekly hands-on labs for all students in the elementary and middle school to ensure mastery of foundational concepts and skills.

Action Step 1

Provide weekly hands-on labs for all grade levels

Resource Type

Other

Resource

Hands-on manipulatives

Funding Source

EESAC

Amount Needed

\$200

G10. Our goal for 2013-2014 school year is to increase the number of STEM-related experiences provided for students.

G10.B1 Students need more exposure to Project Based Learning instructional activities.

G10.B1.S1 Students will be introduced to various forms of innovation found throughout the world through online research, videos and guest speakers.

Action Step 1

Teachers will create an original and innovative community of programs that utilize STEM (on-site scavenger hunts, outdoor labs, Saturday earth rotation experience, etc...)

Resource Type

Evidence-Based Program

Resource

student incentives

Funding Source

EESAC

Amount Needed

\$500

G13. Our goal for 2013-2014 is to reduce the number of students who miss 10 percent or more of available instruction time due to attendance or suspension issues, and therefore are retained or are not proficient in reading by 3rd grade.

G13.B1 A small percentage of students and families habitually demonstrate irregular attendance which results in student deficiencies in core subjects and violations of the Student Code of Conduct which sometimes result in student suspensions.

G13.B1.S1 Promote excellent student attendance to increase instructional time so that at risk students are available for interventions during the school day.

Action Step 1

Promote attendance awards and incentive to parents and students Contact parents in writing after 3 unexcused student absences Require parents to to attend an Attendance Review Committee Meeting after 5 unexcused student absences Provide a quarterly incentive to students with Perfect Attendance

Resource Type

Other

Resource

Funding Source

Title I

Amount Needed

\$5,000

G13.B1.S2 Ensure that all classroom teachers follow the school's progressive discipline plan so that parents are informed of violations of the Code of Student Conduct early, thereby reducing the number of student referrals which lead to suspensions and students missing instructional time.

Action Step 1

Promote attendance awards and incentive to parents and students Contact parents in writing after 3 unexcused student absences Require parents to to attend an Attendance Review Committee Meeting after 5 unexcused student absences Provide a quarterly incentive to students with Perfect Attendance

Resource Type

Personnel

Resource

Interventionists

Funding Source

Title I

Amount Needed

\$5,000

G14. Our goal for 2013-2014 is to reduce the number of middle school students who miss 10 percent or more of available instruction, fail courses, or earn one or more behavior referrals.

G14.B1 Students who are regularly absent from school, or earn behavior referrals, miss valuable instructional time making it difficult for students to pass courses.

G14.B1.S1 Promote excellent student attendance to increase instructional time so that at risk students have more time master content, complete assignments and therefore increase the likelihood that they pass courses.

Action Step 1

Promote attendance awards and incentive to parents and students Contact parents in writing after 3 unexcused student absences Require parents to to attend an Attendance Review Committee Meeting after 5 unexcused student absences Provide a quarterly incentive to students with Perfect Attendance

Resource Type

Other

Resource

Funding Source

Title I

Amount Needed

\$5,000

G14.B1.S2 Ensure that all middle school teachers follow the school's progressive discipline plan so that parents are informed of violations of the Code of Student Conduct early, thereby reducing the number of student referrals which lead to suspensions and students missing instructional time.

Action Step 1

Promote attendance awards and incentive to parents and students Contact parents in writing after 3 unexcused student absences Require parents to attend an Attendance Review Committee Meeting after 5 unexcused student absences Provide a quarterly incentive to students with Perfect Attendance

Resource Type

Personnel

Resource

Interventionists

Funding Source

Title I

Amount Needed

\$5,000