



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Kenwood K 8 Center

9300 SW 79TH AVE

Miami, FL 33156

305-271-5061

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

School Demographics

School Type Combination School	Title I No	Free and Reduced Lunch Rate 55%
Alternative/ESE Center No	Charter School No	Minority Rate 89%

School Grades History

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

Kenwood K 8 Center

Principal

Moraima Almeida Perez

School Advisory Council chair

Eyda Calzadilla

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

Name	Title
Moraima Almeida-Perez	Principal
Janet Hauser	Assistant Principal
Gabriel Quintero	Assistant Principal
Magaly Pella	School Psychologist
Ariana Gutierrez	Counselor
Lois Schumacher	Counselor
Vanessa Chehab	SPED Teacher
Mary Fernandez	SPED Teacher
Rosa Sampedro	General Education Teacher
Sandra Acosta	General Education Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal – 1

UTD Steward – 1

Teacher – 5 (and 1 Alternate Teacher)

Parents – 5 (and 1 Alternate Parent)

Educational Support Professional – 1 (and 1 Alternate Educational Support Professional)

Business/Community Representative – 3
 Student Representative – 1 (and 1 Alternate Student Representative)

Involvement of the SAC in the development of the SIP

The EESAC, as a primary function, monitors the development and implementation of the School Improvement Plan. Progress reports, including presentations and analyses of available student performance data, are provided to the EESAC at every meeting, as are opportunities for Members to ask questions, offer input, and remain actively involved in the continuous improvement process.

Activities of the SAC for the upcoming school year

Budget: The EESAC will reach consensus on the distribution of the Florida Recognition Enhancement Funds. Input will be sought by all members to reach consensus on the expenditure of EESAC monies.

Training: The EESAC will recommend staff development in the areas of technology integration with classroom instruction, as well as in high-impact strategies for meeting the needs of student sub-groups.

Staffing: The EESAC will recommend the staffing of teachers to serve as instructors in the school’s before and after-school tutorial program.

Student Support Services: The EESAC will recommend the continued implementation of character education for all students, with specific emphasis on bullying prevention, harassment, developing positive self-esteem, and strengthening coping skills (e.g., dealing with divorce).

Other Matters of Resource Allocation: The EESAC will recommend increasing the involvement of our Dade Partners and School Volunteers by increasing their active roles in school-wide activities.

Benchmarking: The EESAC will recommend the continued implementation and use of the Florida Continuous Improvement Model in order to effectively meet the needs of all students.

School Safety and Discipline: The EESAC will recommend the implementation of Saturday School as a means to reduce the amount of outdoor suspensions, as well as to reduce the number of instructional hours lost for disciplinary reasons. The EESAC supports the development of additional alternatives to suspension.

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

As in previous years, it is anticipated that the EESAC will allocate its funds to the provision of after-school tutorial programs in Reading and Mathematics for students in third through eighth grades. The funds will be used to pay hourly rates to certified teachers who will serve as tutors.

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

Not 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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Moraima Almeida Perez

Principal

Years as Administrator: 13

Years at Current School: 13

Credentials

M.S., Special Education; Certification in Mental Handicaps, ESOL Endorsement, and Educational Leadership

2013 – School Grade A
 Rdg. Proficiency, 69%
 Math Proficiency, 66%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% -
 71 points
 Math Imp. of Lowest 25% -
 62 points
 Rdg. AMO - 76
 Math AMO - 75

2012 – School Grade A
 Rdg. Proficiency, 71%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 78 points
 Rdg. Imp. of Lowest 25% -
 80 points
 Math Imp. of Lowest 25% -
 71 points
 Rdg. AMO - 73
 Math AMO - 72

Performance Record

2011 – School Grade A
 Rdg. Proficiency, 74%
 Math Proficiency, 75%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% -
 67 points
 Math Imp. of Lowest 25% -
 66 points
 Rdg. AMO - 71
 Math AMO - 69

2010 – School Grade A
 Rdg. Proficiency, 82%
 Math Proficiency, 82%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% -
 69 points
 Math Imp. of Lowest 25% -
 76 points
 Rdg. AMO - 68
 Math AMO - 66

2009 – School Grade A

Rdg. Proficiency, 81%
Math Proficiency, 77%
Rdg. Lrg. Gains, 69 points
Math Lrg. Gains, 66 points
Rdg. Imp. of Lowest 25% -
64 points
Math Imp. of Lowest 25% -
58 points

Janet Hauser

Asst Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

M.S., Educational Leadership; Certification in Elementary Education, Middle Grades Social Science, Educational Leadership

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 69%
 Math Proficiency, 66%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 71 points
 Math Imp. of Lowest 25% - 62 points
 Rdg. AMO - 76
 Math AMO - 75

2012 – School Grade A
 Rdg. Proficiency, 71%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 78 points
 Rdg. Imp. of Lowest 25% - 80 points
 Math Imp. of Lowest 25% - 71 points
 Rdg. AMO - 73
 Math AMO - 72

2011 – School Grade A
 Rdg. Proficiency, 74%
 Math Proficiency, 75%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% - 67 points
 Math Imp. of Lowest 25% - 66 points
 Rdg. AMO - 71
 Math AMO - 69

2010 – School Grade A
 Rdg. Proficiency, 82%
 Math Proficiency, 82%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25% - 76 points
 Rdg. AMO - 68
 Math AMO - 66

2009 – School Grade A
Rdg. Proficiency, 81%
Math Proficiency, 77%
Rdg. Lrg. Gains, 69 points
Math Lrg. Gains, 66 points
Rdg. Imp. of Lowest 25% -
64 points
Math Imp. of Lowest 25% -
58 points

Gabriel Quintero

Asst Principal

Years as Administrator: 18

Years at Current School: 8

Credentials

Ed.D., Educational Administration and Supervision; M.S., Educational Leadership; Certification in Middle Grades Social Science, Educational Leadership

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 69%
 Math Proficiency, 66%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 71 points
 Math Imp. of Lowest 25% - 62 points
 Rdg. AMO - 76
 Math AMO - 75

2012 – School Grade A
 Rdg. Proficiency, 71%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 78 points
 Rdg. Imp. of Lowest 25% - 80 points
 Math Imp. of Lowest 25% - 71 points
 Rdg. AMO - 73
 Math AMO - 72

2011 – School Grade A
 Rdg. Proficiency, 74%
 Math Proficiency, 75%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% - 67 points
 Math Imp. of Lowest 25% - 66 points
 Rdg. AMO - 71
 Math AMO - 69

2010 – School Grade A
 Rdg. Proficiency, 82%
 Math Proficiency, 82%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25% - 76 points
 Rdg. AMO - 68
 Math AMO - 66

2009 – School Grade A
Rdg. Proficiency, 81%
Math Proficiency, 77%
Rdg. Lrg. Gains, 69 points
Math Lrg. Gains, 66 points
Rdg. Imp. of Lowest 25% -
64 points
Math Imp. of Lowest 25% -
58 points

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Dania Leal		
Part-time / School-based	Years as Coach: 8	Years at Current School: 9
Areas	Reading/Literacy	
Credentials	Master of Science (Reading); Elementary Education, ESOL Endorsement, Reading	
Performance Record	<p>2013 – School Grade A Rdg. Proficiency, 69% Math Proficiency, 66% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 62 points Rdg. AMO - 76 Math AMO - 75</p> <p>2012 – School Grade A Rdg. Proficiency, 71% Math Proficiency, 69% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 78 points Rdg. Imp. of Lowest 25% - 80 points Math Imp. of Lowest 25% - 71 points Rdg. AMO - 73 Math AMO - 72</p> <p>2011 – School Grade A Rdg. Proficiency, 74% Math Proficiency, 75% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 66 points Rdg. AMO - 71 Math AMO - 69</p> <p>2010 – School Grade A Rdg. Proficiency, 82% Math Proficiency, 82% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 76 points Rdg. AMO - 68 Math AMO - 66</p>	

2009 – School Grade A
 Rdg. Proficiency, 81%
 Math Proficiency, 77%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% -
 64 points
 Math Imp. of Lowest 25% -
 58 points

Classroom Teachers

of classroom teachers

74

receiving effective rating or higher

74, 100%

Highly Qualified Teachers

74%

certified in-field

65, 88%

ESOL endorsed

50, 68%

reading endorsed

10, 14%

with advanced degrees

29, 39%

National Board Certified

15, 20%

first-year teachers

2, 3%

with 1-5 years of experience

4, 5%

with 6-14 years of experience

23, 31%

with 15 or more years of experience

45, 61%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

5, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Teachers and aspiring leaders are engaged in shared leadership and decision-making models that encourage the development of key instructional staff. Teachers and other staff are provided with leadership opportunities on a regular basis, and grade-level/departmental professional development sessions provide a venue for the dissemination of information and support. Principal, Assistant Principals, Grade-Level and Department Chairpersons

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

Teachers new to the school are provided with orientation and support beginning with their arrival. The Leadership Team ensures that new teachers are made familiar with all policies, procedures and resources available, and identify a grade-level/departmental colleague to serve as a school-based mentor. Newly-hired teachers are also enrolled in the district's Mentoring and Induction Program for New Teachers (MINT).

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

Primarily, FCAT and SAT 10 data will be used to make initial program and instructional decisions for students in first through eighth grades. FAIR and other assessment data (e.g., FLKRS) will be used for students in Kindergarten. Benchmark and Interim assessments, data from which will be collected through the EduSoft system, will be used to generate additional formative reports. These data will be disaggregated at the classroom and individual student levels, providing teachers with clear indications as to areas in need of re-teaching (as well as areas of mastery where enrichment and acceleration can be implemented). Benchmark assessments will be administered in September 2013; Interim Assessments will be administered in December 2013/January 2014.

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

Moraima Almeida-Perez, Principal: provides common vision and instructional leadership for data-based decision-making; ensures the implementation of the MTSS/Rtl model; assesses the MTSS/Rtl processes effectiveness.

Janet Hauser/Dr. Gabriel Quintero, Assistant Principals: assist the Principal with providing common vision and instructional leadership for data-based decision-making; ensuring the implementation of the MTSS/Rtl model; and assessing the MTSS/Rtl processes effectiveness.

Selected General Education teachers: Grade-level and department chairpersons (provide information about core instruction; serve as liaisons to instructional teams)

Griselda Stanfield/Mary Fernandez/Vanessa Chehab, Special Education teachers: Provides information about core instruction to SWD; serves as liaison to instructional teams

Magaly Pella, School Psychologist: Participates in the Student Support Team process; provides information as to services and interventions for students

Ariana Gutierrez/Dr. Lois Schumacher, Student Services Personnel: Guidance Counselors and School Social Worker who participate in the Student Support Team process; provide information as to services and interventions for students (academic and behavioral)

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

This team will meet quarterly (as a whole or as smaller working teams) to discuss assessment results and student progress. During these meetings data, lesson plans, student work samples and other materials will be gathered and analyzed as to differentiate instruction and meet the special needs of students. Special attention will be given to students at moderate or high risk for failure. The team will identify appropriate professional development, resources and/or interventions to meet identified needs. The MTSS/Rtl Leadership Team will work closely with the Literacy Leadership Team to ensure that instructional decisions, strategies and recommendations are faithfully implemented and consistent with CRRP requirements.

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

Academic progress monitoring data are collected and reviewed from Kindergarten through eighth grade. The primary data management system used is the EduSoft platform. Providing opportunity for the delivery of a wide variety of assessments, the system allows for real-time reporting for progress monitoring purposes. Additionally, students in second through fifth grades have access to the Successmaker program. The program captures student performance data in Reading and mathematics and provides the primary source of progress monitoring data for the MTSS/Rtl process. An additional supplemental support in Reading is the Reading Plus program, which provides additional opportunities for intervention (including serving as a primary Tier III intervention in conjunction with Successmaker).

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

The MTSS/Rtl Leadership Team will meet on a quarterly basis to assess the effectiveness of the site-based implementation of the model. During these reviews the MTSS/Rtl Leadership Team will examine the implementation of interventions, the effectiveness of progress monitoring activities, and the status of students identified to receive multi-tiered interventions. These quarterly reviews will provide opportunities to identify additional areas in which support or training are needed.

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: 2,160

Students at Kenwood K-8 Center have the opportunity to be enrolled in the Before and After School Care Program. Third through fifth grade students enrolled in the program are provided opportunities to participate in the QZAB Academy, through which they are provided with computer-based tutorial support in Reading and Mathematics. These students engage in tutorial activities for 45 minutes 2-3 times per week.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students participating in the QZAB Academy are administered pre-tests in September/October annually, and a post-test is administered in May. Reviews of Interim Assessment and other data are conducted on a quarterly basis to determine rates of student progress, and to inform additional efforts to provide instructional supports and interventions.

Who is responsible for monitoring implementation of this strategy?

The Assistant Principals are responsible for monitoring the implementation of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Moraima Almeida-Perez	Principal
Janet Hauser	Assistant Principal
Gabriel Quintero	Assistant Principal
Dania Leal	Reading Liaison
Griselda Stanfield	SPED Teacher
Vanessa Chehab	SPED Teacher
Mary Fernandez	SPED Teacher
Rosa Sampedro	General Education Teacher

How the school-based LLT functions

The LLT will meet four times during the school year, to coincide with meetings of the MTSS/RtI Leadership Team. The primary purposes of these meetings will be to review students' assessment data (e.g., FAIR results), make collaborative instructional decisions based on the data, and assess the fidelity of implementation of CRRP components and activities. By including grade-level and department chairpersons among the members of the LLT, it will be possible to disseminate data and additional information more effectively to all teachers. Additionally, the LLT will assess the status and impact of additional literacy-related initiatives and interventions, and make recommendations for improving the

effectiveness of the overall program (e.g., Reading intervention laboratories, interdisciplinary strategies supporting literacy instruction).

Major initiatives of the LLT

Among the LLT's major initiatives during the 2013-2014 school year will be:

- Participating in the collection, disaggregation and analysis of Reading assessment data for the purpose of instructional decision-making;
- Assessing the utilization and effectiveness of Reading intervention programs, including technologically-based applications;
- Work closely with the MTSS/RtI Leadership Team to ensure fidelity of implementation and program consistency;
- Monitoring the implementation of literacy development strategies in all classes, including special areas, electives and content courses; and
- Facilitating the sharing of best practices in Reading instruction through professional learning community conversations.

Every Teacher Contributes to Reading Instruction

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

A school-wide, interdisciplinary approach to the teaching of reading will be implemented at all grade levels, including sixth through eighth grades. Content and Special area teachers will incorporate reading activities in their classes. Additionally, all teachers will be provided with the District Pacing Guide for Reading as an additional resource for instructional planning purposes. Teachers will have access to site-based support regarding the Comprehensive Research-based Reading Plan, as well as strategies for the incorporation of reading in their specific areas of responsibility. The Literacy Leadership Team will monitor the implementation of reading activities and strategies in all classrooms through monthly observations.

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

Pre-school students, whether in the school's special education (Hearing Impaired) setting or in the Voluntary Pre-Kindergarten (Fee-Supported) Program, are provided with a rigorous and engaging educational program. Beginning with parent orientation sessions held in June-July 2013, and culminating with the Pre-Kindergarten Parent Session on August 14, 2013, parents are provided with information and strategies intended to assist with their child's transition to school. Additionally, parent workshops and meetings are scheduled throughout the school year to ensure their active involvement. Weekly newsletters are also produced and distributed to parents, providing updated information, activities and materials for parents to use at home in support of their child's learning.

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

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

Strategies for improving student readiness for the public postsecondary level

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	73%	69%	No	76%
American Indian				
Asian	88%		No	89%
Black/African American	53%	63%	Yes	57%
Hispanic	73%	68%	No	75%
White	81%	74%	No	83%
English language learners	63%	41%	No	66%
Students with disabilities	39%	31%	No	45%
Economically disadvantaged	66%	64%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	229	32%	34%
Students scoring at or above Achievement Level 4	264	36%	37%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		71%	74%

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)	60	36%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	24	14%	23%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	45	27%	34%

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.			

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	150	61%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	66%	No	75%
American Indian				
Asian	96%	82%	No	96%
Black/African American	59%	43%	No	63%
Hispanic	70%	65%	No	73%
White	79%	76%	No	81%
English language learners	60%	45%	No	64%
Students with disabilities	41%	33%	No	47%
Economically disadvantaged	63%	58%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	178	26%	29%
Students scoring at or above Achievement Level 4	243	36%	37%

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

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		62%	66%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		68%	71%
Middle school performance on high school EOC and industry certifications	51	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	27%	27%
Students scoring at or above Achievement Level 4	37	71%	71%

Geometry 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 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	33	32%	35%
Students scoring at or above Achievement Level 4	26	25%	26%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	31%	34%
Students scoring at or above Achievement Level 4	36	28%	29%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	58	13%	18%

Area 6: Career and Technical Education (CTE)

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

Area 7: Social Studies

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

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

Civics End-of-Course (EOC) Assessment

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	47	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	24	4%	3%
Students who are not proficient in reading by third grade	42	35%	32%
Students who receive two or more behavior referrals	33	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	1%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	47	4%	3%
Students who fail a mathematics course	22	6%	5%
Students who fail an English Language Arts course	10	3%	2%
Students who fail two or more courses in any subject	6	2%	1%
Students who receive two or more behavior referrals	33	3%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	14	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Parental involvement has been maintained in school wide activities with an overall increase throughout the school year. The wide variety of available activities (e.g., PTSA meetings, Open House, Resource Fair, Science Fair, Parent Orientation, Volunteer Orientation, awards assemblies, Fall Harvest and Winter Festivals, Winter and Spring Shows, and Elementary and Upper Academy musical performances) has led to increasing numbers of parents attending and participating in these events. Workshops and presentations focusing on instructional topics are provided to parents throughout the school year, and parents receive frequent communication regarding school events and activities. Parents are also afforded opportunities to access web-based resources for informational and instructional purposes through the school’s website.

Although there is a high level of parental involvement at our school, we would like to maintain or increase the number of opportunities parents of academically underperforming students have to attend workshops and in-services on instructional topics (e.g., reading, FCAT, effective parenting). A total of five parent workshops were offered during the 2012-2013 school year. Parents at Kenwood K-8 Center will be offered a minimum of six parent workshop opportunities on instructional topics during the 2013-2014 school year.

A total of 236 individuals were registered as active volunteers during the 2012-2013 school year. These individuals provided 3,124 hours of volunteer services to the school. These services ranged from assisting with arrival, dismissal and cafeteria supervision, to assisting in individual classrooms. Our goal is to increase both the number of volunteers and the number of service hours provided in support of the school’s overall program by 5%; a challenge given the increased demands on many parents and guardians as a result of economic and occupational challenge

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of parent engagement opportunities offered	5		6%
Average number of parents in attendance at engagement opportunities	12		17%
Increase the number of volunteer service hours provided	3124		5%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

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

- G1.** The results of the 2013 FCAT 2.0 Reading Test indicate that 69% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 or higher proficiency to 76%.
- G2.** The results of the 2013 FCAT Writing Test indicate that 61% of students scored Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3.5 or higher on the FCAT Writing Test to 65%.
- G3.** Results from the 2013 FCAT 2.0 Mathematics Test indicate that 66% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 proficiency or higher to 75%.
- G4.** Based on the results of the 2013 Algebra EOC Examination, 68% of eligible students participated in the Algebra EOC. Our goal for the 2013-2014 school year will be to increase the participation rate by 3 percentage points to 71%.
- G5.** Based on the results of the 2013 Algebra EOC Examination, 27% (14) of students demonstrated proficiency by scoring at Level 3. 100% (51) of students scored at Level 3 or higher. Our goal for the 2013-2014 school year will be to maintain this percentage.
- G6.** The results of the 2013 FCAT 2.0 Science Test indicate that 57% (59) of Fifth Grade students achieved Level 3 proficiency or above. Our goal for the 2013-2014 school year is to increase the percentage at Level 3 or above to 61%.
- G7.** The results of the 2013 FCAT 2.0 Science Test indicate that 59% (75) of Eighth Grade students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage to 63%.
- G8.** During the 2012-2013 school there were two organized STEM activities. Our goal for the 2013-2014 school year will be to increase to 3 experiences and to increase middle school student participation by 5 percentage points from 13% (58) to 18%.
- G9.** We will increase enrollment in Computer Applications and Business Keyboarding and other technology-focused courses by 3% (139) during the 2013-2014 school year.
- G10.** Students will be required to complete EOC examinations in Civics beginning in the 2013-2014 school year. During the 2013-2014 school year, 70% of seventh grade students will demonstrate mastery of Civics content.
- G11.** Our goal during the 2013-2014 school year will be to reduce the student absenteeism and retentions, while improving student behavior and mitigating lost instructional time.

- G12.** Our goal during the 2013-2014 school year will be to reduce the percentage of students failing a Mathematics or English Language Arts course, the percentage of students failing two or more courses, and behavior referrals/suspensions.

- G13.** Our goal during the 2013-2014 school year will be to increase the number of service hours provided to the school by parent volunteers by 5% to 3,280 hours.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 69% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 or higher proficiency to 76%.

Targets Supported

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

Resources Available to Support the Goal

- A new Reading series, McGraw/Hill Wonders, has been adopted for all elementary grades. The series includes Wonder Works, a suite of Reading interventions applicable toward MTSS/RtI processes. Additionally, technology-based interventions (Successmaker, Reading Plus, FCAT Explorer, Teen Biz) continue to be available for students, as is Voyager for middle grades students.

Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Reading Test indicate that 68% of the Hispanic subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO Subgroup to demonstrate 75% proficiency.
- Results of the 2013 FCAT 2.0 Reading Test indicate that 74% of the White subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO subgroup to demonstrate 83% proficiency.
- Results of the 2013 FCAT 2.0 Reading Test indicate that 73% of the Asian subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO subgroup will demonstrate 88% proficiency.
- Results of the 2013 FCAT 2.0 Reading Test indicate that 41% of the ELL subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO subgroup to demonstrate 66% proficiency.
- Results of the 2013 FCAT 2.0 Reading Test indicate that 31% of the SWD subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO subgroup to demonstrate 45% proficiency.
- Results of the 2013 FCAT 2.0 Reading Test indicate that 64% of the ED subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO subgroup to demonstrate 69% proficiency.
- Results of the 2013 FCAT 2.0 Reading Test indicate that 32% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 students proficiency by 2 percentage points to 34%.
- Results of the 2013 FCAT 2.0 Reading Test indicate that 36% of students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 students' proficiency by 1 percentage point to 37%.
- Results of the 2013 FCAT 2.0 Reading Test indicate that 69% of students in grades 3 through 8 made Learning Gains. During the 2013-2014 school year, we will increase the percentage of students making Learning Gains in Reading by 3%.
- Results of the 2013 FCAT 2.0 Reading Test indicate that 71% of students in the Lowest 25% made Learning Gains. During the 2013-2014 school year, we will increase the percentage of students in the Lowest 25% making Learning Gains by 3%.

- 2013 CELLA Administration data indicate that 60 ELL students (36%) achieved a score of “Proficient” in Listening/Speaking. Our target for the 2013-2014 school year will be to have 42% of ELL students achieve a score of “Proficient.”
- 2013 CELLA Administration data indicate that 24 ELL students (14%) achieved a score of “Proficient” in Reading. Our target for the 2013-2014 school year will be to have 23% of ELL students achieve a score of “Proficient.”
- 2013 CELLA Administration data indicate that 45 ELL students (27%) achieved a score of “Proficient” in Writing. Our target for the 2013-2014 school year will be to have 34% of ELL students achieve a score of “Proficient.”

Plan to Monitor Progress Toward the Goal

Classroom walkthroughs, classroom-based assessments, and utilization data from McGraw Hill Reading Wonders series, Teen Biz, Reading Plus, Successmaker, Accelerated Reader, and other technological tools will be reviewed to consistent progress toward goal

Person or Persons Responsible

Assistant Principals will conduct progress monitoring toward goal attainment.

Target Dates or Schedule:

Quarterly progress monitoring will involved reviews of student performance and program/intervention utilization data

Evidence of Completion:

Successful completion of strategies will be evidenced through improved student performances on the 2014 FCAT 2.0 Reading Test (Summative).

G2. The results of the 2013 FCAT Writing Test indicate that 61% of students scored Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3.5 or higher on the FCAT Writing Test to 65%.

Targets Supported

- Writing

Resources Available to Support the Goal

- A significant number of teachers have been trained on high-impact writing strategies, including the Melissa Forney program and Write Traits. Monthly writing prompts have traditionally been used to provide explicit applied practice of writing style and mechanics.

Targeted Barriers to Achieving the Goal

- As noted on the 2013 administration of the FCAT Writing Test, 150 (61%) fourth and eighth grade students achieved scores of 3.5 or higher. These performances can be attributed in part to the success of the interventions and programs being used in the teaching of writing, but point to the need for enriched writing instruction at all grade levels.

Plan to Monitor Progress Toward the Goal

Progress and effectiveness will be evaluated through reviews of writing prompt performances reflecting improved student performances throughout the school year. Quantitative measures used to monitor progress will include: Formative: Writing prompts, score logs Summative: 2014 FCAT Writing Test scores

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule:

Classroom walkthroughs will be conducted on a weekly basis, ensuring consistent implementation of strategies. Monthly reviews of writing prompt responses will document progress toward goal attainment.

Evidence of Completion:

Goal attainment will be determined by results on the: 2014 FCAT Writing Test scores

G3. Results from the 2013 FCAT 2.0 Mathematics Test indicate that 66% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 proficiency or higher to 75%.

Targets Supported

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

Resources Available to Support the Goal

- New materials were received for use with the Go Math! series. Technology-based interventions and supports such as Successmaker, FCAT Explorer, and the Go Math! online resources are available and accessible. Implementation of the Common Core Standards in Mathematics will provide enriched instruction in Mathematics. EESAC and Title III grant funding (available in October/November 2013) provide funding for afterschool tutorial programs.

Targeted Barriers to Achieving the Goal

- The 2013 AMO target for the Hispanic subgroup was 70% proficiency. Results of the 2013 FCAT 2.0 Mathematics Test indicate that 65% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 73% of Hispanic students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.
- The 2013 AMO target for the Black subgroup was 59% proficiency. Results of the 2013 FCAT 2.0 Mathematics Test indicate that 43% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 63% of Black students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.
- The 2013 AMO target for the White subgroup was 79% proficiency. Results of the 2013 FCAT 2.0 Mathematics Test indicate that 76% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 81% of White students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.
- The 2013 AMO target for the ELL subgroup was 60% proficiency. Results of the 2013 FCAT 2.0 Mathematics Test indicate that 46% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 64% of ELL students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.
- The 2013 AMO target for the SWD subgroup was 41% proficiency. Results of the 2013 FCAT 2.0 Mathematics Test indicate that 33% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 47% of Students with Disabilities achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.
- The 2013 AMO target for the ED subgroup was 63% proficiency. Results of the 2013 FCAT 2.0 Mathematics Test indicate that 58% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 67% of Economically Disadvantaged students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.
- Results of the 2013 FCAT 2.0 Mathematics Test indicate that 26% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of Level 3 students by 3 percentage point to 29%.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 36% of students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving Level 4 and 5 proficiency by 1 percentage point to 37%.

- The 2013 administration of the FCAT 2.0 Mathematics Test revealed an decrease of 9% in the percentage of students making learning gains in Mathematics. Student performances in Geometry and Measurement continue to be a concern at all grade levels. A lack of repeated opportunities for exposure and skill-development on specific mathematics benchmarks has hindered student progress in this area.
- Results of the 2013 FCAT 2.0 Mathematics Test indicated that 62% of students in the Lowest 25% made Learning Gains. During the 2013-2014 school year, we will increase the percentage of students in the Lowest 25% making Learning Gains in Mathematics by 4 percentage points to 66%. A lack of repeated and consistent opportunities for exposure to specific mathematics strands and benchmarks may again hinder student progress.

Plan to Monitor Progress Toward the Goal

Student progress and performance will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as necessary, if students' progress toward goal is insufficient.

Person or Persons Responsible

Principal and Assistant Principals will be primarily responsible for monitoring progress toward the goal.

Target Dates or Schedule:

Progress toward meeting the goal will be assessed on a quarterly basis, with additional opportunities for progress monitoring provided by Interim Assessments.

Evidence of Completion:

Student performances and progress toward meeting the goal will be assessed through Formative (Interim Assessments, classroom-based assessments) and Summative (FCAT 2.0 Mathematics Test) measures.

G4. Based on the results of the 2013 Algebra EOC Examination, 68% of eligible students participated in the Algebra EOC. Our goal for the 2013-2014 school year will be to increase the participation rate by 3 percentage points to 71%.

Targets Supported

- Math (Middle School Acceleration)

Resources Available to Support the Goal

- Textbook and supplemental study guide materials are available. Technologically-supported instruction, including access to online resources provided by the publisher, is available.

Targeted Barriers to Achieving the Goal

- Increasing the number of students participating in the Algebra course is a priority in terms of enhancing the rigor of the secondary mathematics program and high school preparation/acceleration efforts. Based on the results of the 2013 Algebra EOC Examination, 27% (14) of students demonstrated proficiency by scoring at Level 3. 100% (51) of students enrolled in the Algebra course scored at Level 3 or higher.

Plan to Monitor Progress Toward the Goal

Student performance data on Interim Assessments and classroom-based activities will be reviewed for progress toward addressing barrier.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule:

Quarterly as data become available, with summative assessment in May/June 2014.

Evidence of Completion:

Formative: Reviews of PLC minutes; Ongoing monitoring of student performances on benchmarked assessments aligned with District Pacing Guides; EduSoft reports on District Assessments Summative: Course enrollment data, results of the 2014 Algebra EOC Examination

G5. Based on the results of the 2013 Algebra EOC Examination, 27% (14) of students demonstrated proficiency by scoring at Level 3. 100% (51) of students scored at Level 3 or higher. Our goal for the 2013-2014 school year will be to maintain this percentage.

Targets Supported

- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal

- District pacing guides; teacher-produced review materials; district-adopted instructional series.

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 Algebra EOC Examination, 71% (37) of students demonstrated proficiency by scoring at Level 4 or above. 100% (51) of students scored at Level 3 or higher. Our goal for the 2013-2014 school year will be to maintain the percentage of students demonstrating proficiency on the Algebra EOC.

Plan to Monitor Progress Toward the Goal

Student performance data on Interim Assessments and classroom-based activities will be reviewed for progress toward addressing barrier.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule:

Quarterly as data become available, with summative assessment in May/June 2014.

Evidence of Completion:

Formative: Reviews of PLC minutes; Ongoing monitoring of student performances on benchmarked assessments aligned with District Pacing Guides; EduSoft reports on District Assessments Summative: Results of the 2014 Algebra EOC Examination

G6. The results of the 2013 FCAT 2.0 Science Test indicate that 57% (59) of Fifth Grade students achieved Level 3 proficiency or above. Our goal for the 2013-2014 school year is to increase the percentage at Level 3 or above to 61%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- District-adopted science series; pacing guides in Science are available to guide instruction; Interim Assessments in Science available to provide additional data.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT Science Test was in the Physical Science cluster, as well as in Big Idea 2 (the Characteristics of Scientific Knowledge). Greater articulation and common planning among elementary and middle school science teachers is needed to enhance instructional effectiveness, as well as to build capacity to support improved student performances in Science.
- Greater articulation and common planning among elementary and middle school science teachers is needed to enhance instructional effectiveness, as well as to build capacity to support improved student performances in Science and enhanced participation in rigorous Science courses in high school.

Plan to Monitor Progress Toward the Goal

Assessment data will reflect improved student performances in Science as a result of an increase in the collaboratively planned laboratory and simulation activities.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule:

Beginning in September 2013 and monthly thereafter; summative assessment to take place in May/June 2014.

Evidence of Completion:

Formative assessments will include Interim assessments and classroom-based activities. Summative assessment will be based on the results of the 2014 FCAT Science Test.

G7. The results of the 2013 FCAT 2.0 Science Test indicate that 59% (75) of Eighth Grade students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage to 63%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- District-adopted Science series; district Science Pacing Guides designed to guide instructional planning.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT Science Test was in the Nature of Science cluster. Greater articulation and common planning among elementary and middle school science teachers is needed to enhance instructional effectiveness, as well as to build capacity to support improved student performances in Science.
- Greater articulation and common planning among elementary and middle school science teachers is needed to increase instructional rigor, as well as to build capacity to support improved student performances in Science and enhanced participation in rigorous Science courses in high school.

Plan to Monitor Progress Toward the Goal

Assessment data will reflect improved student performances in Science as a result of an increase in the collaboratively planned laboratory and simulation activities.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule:

Beginning in September 2013 and monthly thereafter; summative assessment to take place in May/June 2014.

Evidence of Completion:

Formative assessments will include Interim assessments and classroom-based activities. Summative assessment will be based on the results of the 2014 FCAT Science Test.

G8. During the 2012-2013 school there were two organized STEM activities. Our goal for the 2013-2014 school year will be to increase to 3 experiences and to increase middle school student participation by 5 percentage points from 13% (58) to 18%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- District-adopted Science series and supplemental materials; Science Fair

Targeted Barriers to Achieving the Goal

- A review of STEM-related experiences provided to students during the 2012-2013 school year revealed that there were two such organized activities. Our goal for the 2013-2014 school year will be to increase the number of STEM related experiences by 50% (3 experiences), and to increase student participation in STEM-related experiences by 5 percentage points from 13% (58) to 18%.

Plan to Monitor Progress Toward the Goal

Successful goal attainment will involve the completion of two science fair programs, as well as the successful completion of the Robotics project.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule:

Ongoing through May 2014

Evidence of Completion:

Documentation of science fair programs; documentation of robotics program, including completed projects.

G9. We will increase enrollment in Computer Applications and Business Keyboarding and other technology-focused courses by 3% (139) during the 2013-2014 school year.

Targets Supported

- CTE

Resources Available to Support the Goal

- Several computer laboratories established, including existing laboratory in middle school; teacher with expertise in field.

Targeted Barriers to Achieving the Goal

- Enrollment in Computer Applications and Business Keyboarding courses decreased from 134 students during the 2010-2011 school year to 122 during the 2011-2012 school year. Enrollment increased to 135 during the 2012-2013 school year, but increased advanced course opportunities and the need to provide intensive coursework for students in need of interventions has negatively impacted enrollment, participation and completion rates.

Plan to Monitor Progress Toward the Goal

Reviews of enrollment data and assessments of the effectiveness of recruitment efforts will be determined by 2013 data and 2014 registrations in CTE courses during subject selection.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule:

Quarterly, with summative assessment during fourth grading period (April/May 2014).

Evidence of Completion:

Course enrollment data, agendas from presentations.

G10. Students will be required to complete EOC examinations in Civics beginning in the 2013-2014 school year. During the 2013-2014 school year, 70% of seventh grade students will demonstrate mastery of Civics content.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- District-adopted Civics materials, supplemental and ancillary materials, District produced Pacing Guides and preparation materials for EOC tests.

Targeted Barriers to Achieving the Goal

- Results from the 2013-2014 District Civics Baseline Assessment indicated that 0% of seventh graders demonstrated proficiency. All seventh grade students must complete Civics as part of their instructional program. However, the advent of the Common Core Standards, and the absence of standardized instructional materials and assessments aligned with these new Civics standards, creates an obstacle to preparing students for the EOC in 2013-2014.

Plan to Monitor Progress Toward the Goal

Students will take quarterly district assessments, culminating with the EOC Test in May 2014. Results of quarterly assessments will be used to refine instruction and provide interventions in preparation for EOC participation.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule:

Quarterly, with summative assessment taking place in May 2014.

Evidence of Completion:

Formative: Results from district-developed quarterly assessments, classroom based assessments
Summative: Results of the 2014 Civics EOC Test.

G11. Our goal during the 2013-2014 school year will be to reduce the student absenteeism and retentions, while improving student behavior and mitigating lost instructional time.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Attendance reports, SPOT Success program, teachers and Student Services staff identification and communication with selected students and their parents/guardians, TIP Program

Targeted Barriers to Achieving the Goal

- Student attendance has fluctuated slightly over the past two years, from 96.48% in 2010-2011 to 96.51% in the 97% in the 2012-2013 school year. While there has been a slight improvement, attendance rates, particularly during the latter half of the school year, continue to decline. The lost instructional time, if unmitigated, contributes directly to increasing the probability of failure and retention.
- While a variety of factors can contribute to a student's retention, the effective use of preventive strategies and supports is crucial in mitigating these negative factors, thereby optimizing opportunities for success.
- Students who are not proficient in Reading require additional intensive interventions delivered in a manner that does not negatively impact the student's ability to actively participate in classroom activities.

Plan to Monitor Progress Toward the Goal

Quarterly reviews of attendance reports, correlated with Student Services actions regarding absenteeism, will be conducted.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule:

Quarterly, with summative assessment to be conducted in May 2014.

Evidence of Completion:

Formative: Monthly and quarterly student attendance and referral reports; Summative: 2014 student attendance report.

G12. Our goal during the 2013-2014 school year will be to reduce the percentage of students failing a Mathematics or English Language Arts course, the percentage of students failing two or more courses, and behavior referrals/suspensions.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Attendance reports, SPOT Success program, teachers and Student Services staff identification and communication with selected students and their parents/guardians, TIP Program

Targeted Barriers to Achieving the Goal

- Student attendance has fluctuated slightly over the past two years, from 96.48% in 2010-2011 to 96.51% in the 97% in the 2012-2013 school year. While there has been a slight improvement, attendance rates, particularly during the latter half of the school year, continue to decline. The lost instructional time, if unmitigated, contributes directly to increasing the probability of failure and retention.
- While identifying students who may be in danger of failing a course is not difficult given the availability of progress monitoring and reporting tools, the provision of sufficient interventions and supports can become a challenge. Additional modalities for providing instructional supports must be identified and implemented
- While there exist numerous sources from which students can gather information regarding disciplinary expectations and policies, students' understanding of these expectations cannot be taken for granted. Opportunities exist to enhance students' understanding in these areas.

Plan to Monitor Progress Toward the Goal

Quarterly reviews of attendance reports, correlated with Student Services actions regarding absenteeism, will be conducted.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule:

Quarterly, with summative assessment to be conducted in May 2014.

Evidence of Completion:

Formative: Monthly and quarterly student attendance and referral reports; Summative: 2014 student attendance report.

G13. Our goal during the 2013-2014 school year will be to increase the number of service hours provided to the school by parent volunteers by 5% to 3,280 hours.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- PTSA, School Volunteer Program, Connect Ed telephone communication system, teachers communicating with parents and guardians.

Targeted Barriers to Achieving the Goal

- A total of 236 individuals were registered as active volunteers during the 2012-2013 school year. These individuals provided 3,124 hours of volunteer services to the school. These services ranged from assisting with arrival, dismissal and cafeteria supervision, to assisting in individual classrooms. Our goal is to increase both the number of volunteers and the number of service hours provided in support of the school's overall program by 5%; a challenge given the increased demands on many parents and guardians as a result of economic and occupational challenges.

Plan to Monitor Progress Toward the Goal

Quarterly reviews of volunteer participation rates and service hours will lead to a summative assessment based on totals in May/June 2014.

Person or Persons Responsible

Principal, Assistant Principals, Volunteer Liaison

Target Dates or Schedule:

Quarterly, with summative assessment in May/June 2014

Evidence of Completion:

Summative assessment will be derived from the total number of volunteers and volunteer service hours provided during the 2013-2014 school year.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 69% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 or higher proficiency to 76%.

G1.B1 Results of the 2013 FCAT 2.0 Reading Test indicate that 68% of the Hispanic subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO Subgroup to demonstrate 75% proficiency.

G1.B1.S1 Develop and implement master schedules and tutorial programs that support the provision of targeted reading instruction to selected students, individually or in small groups, including the use of McGraw Hill Reading Wonders series, Teen Biz, Reading Plus, Successmaker, Accelerated Reader, and other technological tools.

Action Step 1

Students in need of targeted instruction and interventions will be provided with sufficient opportunities to access them through the development of comprehensive schedules and strategic use of available time during the instructional day.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning August 19, 2013 and ongoing thereafter

Evidence of Completion

Student utilization reports, intervention data

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

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level/Department Chairperson.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level/Department Chairperson. Classroom walkthroughs and reviews of student work will also be conducted.

Plan to Monitor Effectiveness of G1.B1.S1

Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim and classroom-based assessments; Program progress and utilization reports will be used to monitor student performances over time and allow further refinement to instructional activities.

Person or Persons Responsible

Assistant Principals will be responsible for monitoring of effectiveness.

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

Successful completion of strategies will be evidenced through improved student performances on the 2014 FCAT 2.0 Reading Test (Summative).

G1.B2 Results of the 2013 FCAT 2.0 Reading Test indicate that 74% of the White subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO subgroup to demonstrate 83% proficiency.

G1.B2.S1 Develop and implement master schedules and tutorial programs that support the provision of targeted reading instruction to selected students, individually or in small groups, including the use of McGraw Hill Reading Wonders series, Teen Biz, Reading Plus, Successmaker, Accelerated Reader, and other technological tools.

Action Step 1

Students in need of targeted instruction and interventions will be provided with sufficient opportunities to access them through the development of comprehensive schedules and strategic use of available time during the instructional day.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning August 19, 2013 and ongoing thereafter

Evidence of Completion

Student utilization reports, intervention data

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

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level/Department Chairperson.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level/Department Chairperson. Classroom walkthroughs and reviews of student work will also be conducted.

Plan to Monitor Effectiveness of G1.B2.S1

Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim and classroom-based assessments; Program progress and utilization reports will be used to monitor student performances over time and allow further refinement to instructional activities.

Person or Persons Responsible

Assistant Principals will be responsible for monitoring of effectiveness.

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

Successful completion of strategies will be evidenced through improved student performances on the 2014 FCAT 2.0 Reading Test (Summative).

G1.B3 Results of the 2013 FCAT 2.0 Reading Test indicate that 73% of the Asian subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO subgroup will demonstrate 88% proficiency.

G1.B3.S1 Develop and implement master schedules and tutorial programs that support the provision of targeted reading instruction to selected students, individually or in small groups, including the use of McGraw Hill Reading Wonders series, Teen Biz, Reading Plus, Successmaker, Accelerated Reader, and other technological tools.

Action Step 1

Students in need of targeted instruction and interventions will be provided with sufficient opportunities to access them through the development of comprehensive schedules and strategic use of available time during the instructional day.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning August 19, 2013 and ongoing thereafter

Evidence of Completion

Classroom-based assessments, intervention data

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

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level/Department Chairperson.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level/Department Chairperson. Classroom walkthroughs and reviews of student work will also be conducted.

Plan to Monitor Effectiveness of G1.B3.S1

Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim and classroom-based assessments; Program progress and utilization reports will be used to monitor student performances over time and allow further refinement to instructional activities.

Person or Persons Responsible

Assistant Principals will be responsible for monitoring of effectiveness.

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

Successful completion of strategies will be evidenced through improved student performances on the 2014 FCAT 2.0 Reading Test (Summative).

G1.B4 Results of the 2013 FCAT 2.0 Reading Test indicate that 41% of the ELL subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO subgroup to demonstrate 66% proficiency.

G1.B4.S1 Develop and implement master schedules and tutorial programs that support the provision of targeted reading instruction to selected students, individually or in small groups, including the use of McGraw Hill Reading Wonders series, Teen Biz, Reading Plus, Successmaker, Accelerated Reader, and other technological tools.

Action Step 1

Students in need of targeted instruction and interventions will be provided with sufficient opportunities to access them through the development of comprehensive schedules, provision of tutorial supports, and strategic use of available time during the instructional day.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning August 19, 2013 and ongoing thereafter

Evidence of Completion

Classroom-based assessments, intervention data

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

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level/Department Chairperson.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level/Department Chairperson. Classroom walkthroughs and reviews of student work will also be conducted.

Plan to Monitor Effectiveness of G1.B4.S1

Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim and classroom-based assessments; Program progress and utilization reports will be used to monitor student performances over time and allow further refinement to instructional activities.

Person or Persons Responsible

Assistant Principals will be responsible for monitoring of effectiveness.

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

Successful completion of strategies will be evidenced through improved student performances on the 2014 FCAT 2.0 Reading Test (Summative).

G1.B5 Results of the 2013 FCAT 2.0 Reading Test indicate that 31% of the SWD subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO subgroup to demonstrate 45% proficiency.

G1.B5.S1 Develop and implement master schedules and tutorial programs that support the provision of targeted reading instruction to selected students, individually or in small groups, including the use of McGraw Hill Reading Wonders series, Teen Biz, Reading Plus, Successmaker, Accelerated Reader, and other technological tools.

Action Step 1

Students in need of targeted instruction and interventions will be provided with sufficient opportunities to access them through the development of comprehensive schedules and strategic use of available time during the instructional day.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning August 19, 2013 and ongoing thereafter

Evidence of Completion

Student work samples, intervention data

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

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level/Department Chairperson.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level/Department Chairperson. Classroom walkthroughs and reviews of student work will also be conducted.

Plan to Monitor Effectiveness of G1.B5.S1

Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim and classroom-based assessments; Program progress and utilization reports will be used to monitor student performances over time and allow further refinement to instructional activities.

Person or Persons Responsible

Assistant Principals will be responsible for monitoring of effectiveness.

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

Successful completion of strategies will be evidenced through improved student performances on the 2014 FCAT 2.0 Reading Test (Summative).

G1.B6 Results of the 2013 FCAT 2.0 Reading Test indicate that 64% of the ED subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO subgroup to demonstrate 69% proficiency.

G1.B6.S1 Develop and implement master schedules and tutorial programs that support the provision of targeted reading instruction to selected students, individually or in small groups, including the use of McGraw Hill Reading Wonders series, Teen Biz, Reading Plus, Successmaker, Accelerated Reader, and other technological tools.

Action Step 1

Students in need of targeted instruction and interventions will be provided with sufficient opportunities to access them through the development of comprehensive schedules and strategic use of available time during the instructional day.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning August 19, 2013 and ongoing thereafter

Evidence of Completion

Student utilization reports, intervention data.

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

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level/Department Chairperson.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level/Department Chairperson. Classroom walkthroughs and reviews of student work will also be conducted.

Plan to Monitor Effectiveness of G1.B6.S1

Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim and classroom-based assessments; Program progress and utilization reports will be used to monitor student performances over time and allow further refinement to instructional activities.

Person or Persons Responsible

Assistant Principals will be responsible for monitoring of effectiveness.

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

Successful completion of strategies will be evidenced through improved student performances on the 2014 FCAT 2.0 Reading Test (Summative).

G1.B7 Results of the 2013 FCAT 2.0 Reading Test indicate that 32% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 students proficiency by 2 percentage points to 34%.

G1.B7.S1 Teachers will use grade-level appropriate texts that include identifiable author’s purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining, and actively engage students in the use of these texts.

Action Step 1

Students will focus on what the author thinks and feels; on being able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided with practice in identifying topics and themes within texts. Students will also be taught to identify and interpret elements of story structure within a text. Their understanding of character development and character point of view will be deepened by asking “What does he think, what is his attitude toward...and what did he say to let me know?” Students will use poetry to practice identifying descriptive language that defines moods and provides imagery, note how authors use figurative language such as similes, metaphors, and personification, and use text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in August 2013 and thereafter until June 2014

Evidence of Completion

Student work samples, classroom walkthroughs

Facilitator:

Assistant Principals, Reading Liaison

Participants:

Assistant Principals

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

Fidelity of implementation will be monitored through reviews of progress monitoring data and classroom walkthroughs. Monitoring of utilization data to ensure fidelity of implementation and reviews of program-specific progress reports on individual students.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in October 2013 and ongoing through June 2014

Evidence of Completion

Progress and effectiveness will be assessed as follows: Formative: FAIR, FCAT Explorer, Reading Plus, District Assessments Summative: 2014 FCAT 2.0 results in Reading. Classroom walkthroughs and reviews of student work will also be conducted.

Plan to Monitor Effectiveness of G1.B7.S1

Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim and classroom-based assessments

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Beginning in October 2013 and ongoing through June 2014

Evidence of Completion

Successful completion of strategies will be evidenced through improved student performances on the 2014 FCAT 2.0 Reading Test (Summative).

G1.B8 Results of the 2013 FCAT 2.0 Reading Test indicate that 36% of students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 students' proficiency by 1 percentage point to 37%.

G1.B8.S1 Teachers will provide enrichment texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text, as well as the author's intent in structuring text in specific ways.

Action Step 1

Through enrichment activities students will be taught to identify and interpret elements of story structure within a text. Students should focus on what the author thinks and feels, as well as how text structure communicates these ideas. Main idea may be stated or implied; students must seek evidence in text. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order, and the reasons why they have been used in the selected texts. Students will be provided with practice in identifying topics and themes within texts. Their understanding of character development and character point of view will be deepened by asking "What does he think, what is his attitude toward...and what did he say to let me know?" Students will use poetry to practice identifying descriptive language that defines moods and provides imagery, note how authors use figurative language such as similes, metaphors, and personification, and use text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information, as well as to deepen understandings of text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in August 2013 and ongoing through June 2014

Evidence of Completion

Student work samples, classroom walkthroughs

Facilitator:

Assistant Principals, Reading Liaison

Participants:

Teachers

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

Fidelity of implementation will be monitored through classroom walkthroughs and reviews of progress monitoring data. Monitoring of utilization data to ensure fidelity of implementation and reviews of program-specific progress reports on individual students.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in August 2013 and ongoing through June 2014

Evidence of Completion

Progress and effectiveness will be assessed as follows: Formative: FAIR, FCAT Explorer, Reading Plus, District Assessments Summative: 2014 FCAT 2.0 results in Reading. Classroom walkthroughs and reviews of student work will also be conducted.

Plan to Monitor Effectiveness of G1.B8.S1

Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim and classroom-based assessments

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in August 2013 and ongoing through June 2014

Evidence of Completion

Successful completion of strategies will be evidenced through improved student performances on the 2014 FCAT 2.0 Reading Test (Summative).

G1.B9 Results of the 2013 FCAT 2.0 Reading Test indicate that 69% of students in grades 3 through 8 made Learning Gains. During the 2013-2014 school year, we will increase the percentage of students making Learning Gains in Reading by 3%.

G1.B9.S1 Increase the number of opportunities for individual students to receive additional supports and differentiated instruction on specific reading benchmarks through tutorial programs. Ensure that students receive targeted reading instruction based on student assessment data.

Action Step 1

The results of the 2013 Baseline Assessment indicate that fifth grade students require additional instruction on an author's use of language (descriptive, idiomatic, figurative, etc.). Teachers will provide additional opportunities for students to work with these types of language, as well as with metaphors, similes, personification and symbolism.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in October 2013

Evidence of Completion

Student work samples; classroom walkthroughs

Action Step 2

The results of the 2013 Baseline Assessment indicate that sixth through eighth grade students require additional instruction on analyzing the elements of plot structure (action, conflict/resolution, exposition, setting, character development, and theme) and in using informational texts. Teachers will provide additional opportunities for students to identify and interact with these elements in a variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in October 2013

Evidence of Completion

Student work samples; classroom walkthroughs

Action Step 3

The results of the 2013 Baseline Assessment indicate that third and fourth grade students require additional instruction on the use of informational texts, reading application and the elements of literature (stories). Teachers will provide additional opportunities for students to identify and interact with the elements of story structure in a variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in October 2013

Evidence of Completion

Student work samples; classroom walkthroughs

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

Administration will conduct classroom walkthroughs to ensure that instructional delivery addresses targeted areas and is consistent with provision of supports and intervention.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in August 2013 and ongoing through June 2014

Evidence of Completion

Classroom walkthroughs, student work samples

Plan to Monitor Effectiveness of G1.B9.S1

Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim and classroom-based assessments; Program progress and utilization reports will be used to monitor student performances over time and allow further refinement to instructional activities.

Person or Persons Responsible

Assistant Principals will be responsible for monitoring of effectiveness.

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

Successful completion of strategies will be evidenced through improved student performances on the 2014 FCAT 2.0 Reading Test (Summative). Reviews of student performances on benchmarks and interim assessments will provide formative data and drive instructional planning and decision-making.

G1.B10 Results of the 2013 FCAT 2.0 Reading Test indicate that 71% of students in the Lowest 25% made Learning Gains. During the 2013-2014 school year, we will increase the percentage of students in the Lowest 25% making Learning Gains by 3%.

G1.B10.S1 Increase the number of opportunities for individual students to receive additional supports and differentiated instruction on specific reading benchmarks through tutorial programs. Additionally, develop and implement master schedules that support the provision of targeted reading instruction to selected students, including the use of Reading Plus, Wonder Works, Successmaker, Accelerated Reader, and other technological tools.

Action Step 1

Teachers will utilize formative assessment data to identify specific reading benchmarks for re-teaching and/or additional support through instruction, technological resources, or tutorial supports, as appropriate. Interventions and instructional supports to be provided by teachers during Reading/ Language Arts block.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in August 2013 and ongoing through June 2014

Evidence of Completion

Student work samples, intervention data

Facilitator:

Principal, Assistant Principals

Participants:

Princinpal, Assistant Principals

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

Administration will conduct classroom walkthroughs to ensure that instructional delivery is consistent with provision of supports and intervention.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in August 2013 and ongoing through June 2014

Evidence of Completion

Student work samples; classroom walkthroughs

Plan to Monitor Effectiveness of G1.B10.S1

Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim and classroom-based assessments; Program progress and utilization reports will be used to monitor student performances over time and allow further refinement to instructional activities.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Quarterly reviews of progress monitoring data will be conducted, and further data reviews will take place based on program utilization reports.

Evidence of Completion

Successful completion of strategies will be evidenced through improved student performances on the 2014 FCAT 2.0 Reading Test (Summative).

G1.B11 2013 CELLA Administration data indicate that 60 ELL students (36%) achieved a score of "Proficient" in Listening/Speaking. Our target for the 2013-2014 school year will be to have 42% of ELL students achieve a score of "Proficient."

G1.B11.S1 Plan and implement lessons that engage students in the oral use of English vocabulary through presentations, role-playing, and other formats

Action Step 1

Plan and implement lessons that engage students in the oral use of English vocabulary through presentations, role-playing, and other formats. Lesson development and implementation to be facilitated through PLC discussions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in August 2013

Evidence of Completion

Observation of students' performances

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Classroom walkthroughs and observations of teaching performances will be used to assess the ongoing implementation

Person or Persons Responsible

Assistant Principals of proposed activities.

Target Dates or Schedule

Beginning in August 2013

Evidence of Completion

Classroom walkthroughs; student performances on classroom-based assessments

Plan to Monitor Effectiveness of G1.B11.S1

Student outcomes on performance-based tasks and classroom assessments will be reviewed; progress monitoring and subsequent instructional adjustments will be made with input from PLCs.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Quarterly monitoring of student performance data, leading to summative assessment of effectiveness in May/June 2014

Evidence of Completion

Summative assessment of effectiveness will be determined through student performances on the 2013 CELLA administration.

G1.B12 2013 CELLA Administration data indicate that 24 ELL students (14%) achieved a score of “Proficient” in Reading. Our target for the 2013-2014 school year will be to have 23% of ELL students achieve a score of “Proficient.”

G1.B12.S1 Enhance the utilization of technology-based resources (e.g., KidBiz, Reading Plus) designed to assist ELL students with acquiring English-language reading skills.

Action Step 1

Schedule opportunities for ELL students to access and utilize technology-based resources (e.g., KidBiz, Reading Plus) designed to assist with acquiring English-language reading skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in August 2013

Evidence of Completion

Student progress will be monitored based on program-generated reports and teacher observations.

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Reviews of program utilization reports and classroom walkthroughs will be conducted as a means of ensuring that targeted students are being provided with, and using, available support resources.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Beginning in August 2013

Evidence of Completion

Program utilization reports and classroom walkthrough logs.

Plan to Monitor Effectiveness of G1.B12.S1

Student performances on classroom based assessments will provide formative monitoring data. A review of 2014 CELLA administration data will be conducted to assess the effectiveness of the strategy.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in August 2013, and ongoing through May/June 2014

Evidence of Completion

Results of the 2014 CELLA administration will provide summative data regarding effectiveness.

G1.B13 2013 CELLA Administration data indicate that 45 ELL students (27%) achieved a score of "Proficient" in Writing. Our target for the 2013-2014 school year will be to have 34% of ELL students achieve a score of "Proficient."

G1.B13.S1 Daily journal writing will be incorporated into ELL students instructional program, with an emphasis on the reading and oral presentation of journal entries (in support of Listening/Speaking and Reading).

Action Step 1

Daily journal writing will be incorporated into ELL students instructional program, with an emphasis on the reading and oral presentation of journal entries (in support of Listening/Speaking and Reading).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in August 2013, ongoing through June 2013

Evidence of Completion

Student journal responses and writing samples

Plan to Monitor Fidelity of Implementation of G1.B13.S1

Classroom walkthroughs and reviews of student journal responses/writing prompt responses will demonstrate the consistent provision of writing opportunities.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Beginning in September 2013, ongoing through June 2014

Evidence of Completion

Student writing samples and classroom walkthrough logs.

Plan to Monitor Effectiveness of G1.B13.S1

Student performances on classroom based assessments will provide formative monitoring data. A review of 2014 CELLA administration data will be conducted to assess the effectiveness of the strategy.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in August 2013, and ongoing through May/June 2014

Evidence of Completion

Results of the 2014 CELLA administration will provide summative data regarding effectiveness.

G2. The results of the 2013 FCAT Writing Test indicate that 61% of students scored Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3.5 or higher on the FCAT Writing Test to 65%.

G2.B1 As noted on the 2013 administration of the FCAT Writing Test, 150 (61%) fourth and eighth grade students achieved scores of 3.5 or higher. These performances can be attributed in part to the success of the interventions and programs being used in the teaching of writing, but point to the need for enriched writing instruction at all grade levels.

G2.B1.S1 Continue to implement specific writing strategies and techniques (e.g., Melissa Forney strategies, Write Traits, Power Ed, rubric analysis, revision/editing process, high-impact writing strategies, journaling) in all classes beginning in Kindergarten.

Action Step 1

Teachers will use, and students apply, specific writing strategies and techniques (e.g., Melissa Forney strategies, Write Traits, Power Ed, rubric analysis, revision/editing process, high-impact writing strategies, journaling) at all grade levels, with increased emphasis in fourth and eighth grades..

Person or Persons Responsible

Teachers will implement the identified strategies in language arts, content area, and special area classes.

Target Dates or Schedule

Beginning on August 19, 2013 and ongoing thereafter.

Evidence of Completion

Students' written responses to in-class assignments, including writing prompts.

Facilitator:

Assistant Principals, Language Arts Teachers

Participants:

Teachers

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

Fidelity of implementation will be monitored via classroom walk-throughs, observations of instruction and ongoing monitoring of science activities; Monitor the implementation and/or incorporation of the CCS Rigorous Plan and related activities across grade levels (K through 8). Additionally, monthly writing prompts may be used as teaching tools to drive classroom instruction, particularly regarding content, stylistic elements, vocabulary, and proper writing conventions.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Classroom walkthroughs conducted on a weekly basis and monthly reviews of writing prompt responses by students.

Evidence of Completion

Fidelity will be evaluated through reviews of writing prompt performances reflecting improved student performances throughout the school year.

Plan to Monitor Effectiveness of G2.B1.S1

Effectiveness of the strategies will be monitored via classroom walk-throughs, observations of instruction and ongoing monitoring of science activities; The implementation and/or incorporation of the CCS Rigorous Plan and related activities across grade levels (K through 8) will be monitored. Additionally, monthly writing prompts will be evaluated and returned to teachers for use as teaching tools to drive classroom instruction, particularly regarding content, stylistic elements, vocabulary, and proper writing conventions.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Classroom walkthroughs will be conducted on a weekly basis, ensuring consistent implementation of strategies. Monthly reviews of writing prompt responses will document progress toward goal attainment.

Evidence of Completion

Progress and effectiveness will be evaluated through reviews of writing prompt performances reflecting improved student performances throughout the school year. Formative: Writing prompts, score logs Summative: 2014 FCAT Writing Test scores

G2.B1.S2 Teachers will ensure that students develop rich writing skills, including the use of dialogue, figurative language, and rich vocabulary within the context of proper use of conventions, during the course of the school year is critical. In order to accurately assess progress and adjust instructional methods, monthly assessments should continue to be used at all grade levels.

Action Step 1

Teachers will use, and students apply, specific writing strategies and techniques (e.g., Melissa Forney strategies, Write Traits, Power Ed, rubric analysis, revision/editing process, high-impact writing strategies, journaling) at all grade levels, with increased emphasis in fourth and eighth grades..

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning on August 19, 2013 and ongoing thereafter.

Evidence of Completion

Students' written responses to in-class assignments, including writing prompts.

Facilitator:

Assistant Principals, Language Arts Teachers

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Fidelity of implementation will be monitored via classroom walk-throughs, observations of instruction and ongoing monitoring of science activities; Monitor the implementation and/or incorporation of the CCS Rigorous Plan and related activities across grade levels (K through 8). Additionally, monthly writing prompts may be used as teaching tools to drive classroom instruction, particularly regarding content, stylistic elements, vocabulary, and proper writing conventions.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Classroom walkthroughs conducted on a weekly basis and monthly reviews of writing prompt responses by students.

Evidence of Completion

Fidelity will be evaluated through reviews of writing prompt performances reflecting improved student performances throughout the school year.

Plan to Monitor Effectiveness of G2.B1.S2

Effectiveness of the strategies will be monitored via classroom walk-throughs, observations of instruction and ongoing monitoring of science activities; The implementation and/or incorporation of the CCS Rigorous Plan and related activities across grade levels (K through 8) will be monitored. Additionally, monthly writing prompts will be evaluated and returned to teachers for use as teaching tools to drive classroom instruction, particularly regarding content, stylistic elements, vocabulary, and proper writing conventions.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Classroom walkthroughs will be conducted on a weekly basis, ensuring consistent implementation of strategies. Monthly reviews of writing prompt responses will document progress toward goal attainment.

Evidence of Completion

Progress and effectiveness will be evaluated through reviews of writing prompt performances reflecting improved student performances throughout the school year. Formative: Writing prompts, score logs Summative: 2014 FCAT Writing Test scores

G3. Results from the 2013 FCAT 2.0 Mathematics Test indicate that 66% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 proficiency or higher to 75%.

G3.B1 The 2013 AMO target for the Hispanic subgroup was 70% proficiency. Results of the 2013 FCAT 2.0 Mathematics Test indicate that 65% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 73% of Hispanic students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.

G3.B1.S1 Deliver mathematics instruction that targets identified areas of weakness based on student assessment data, and provide sufficient opportunities for intervention and additional supports to increase student understanding of mathematical concepts.

Action Step 1

Master schedules will be developed, and revised as appropriate, to ensure that there are sufficient opportunities provided during the instructional day for students to access necessary interventions in mathematics. Tutorial program, focused on assessed benchmarks and identified skill deficits, will be developed and implemented.

Person or Persons Responsible

Principal, Assistant Principals, Teachers

Target Dates or Schedule

Schedule development will begin during July 2013 and be completed by September 16, 2013 (for computer laboratory schedules). Tutorial programs will be made available by November 2013.

Evidence of Completion

Master schedules, including computer laboratory schedules, reflecting specific times reserved for the delivery of technology-based interventions.

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

Fidelity of implementation will be monitored through reviews of student work samples, the monitoring of interim and other assessment data, and classroom walkthroughs.

Person or Persons Responsible

Teachers will implement targeted instruction and interventions; Assistant Principals will be responsible for ensuring fidelity through classroom walkthroughs and observations of teaching.

Target Dates or Schedule

Beginning in October 2013

Evidence of Completion

Student work samples; classroom walkthrough logs

Plan to Monitor Effectiveness of G3.B1.S1

Student progress and performance will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as appropriate, based on disaggregated student data.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Student progress and performance will be reviewed on a quarterly basis through a review of students' academic performances on a variety of assessments.

Evidence of Completion

Student performances on classroom-based assessments and district Interim assessments

G3.B2 The 2013 AMO target for the Black subgroup was 59% proficiency. Results of the 2013 FCAT 2.0 Mathematics Test indicate that 43% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 63% of Black students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.

G3.B2.S1 Develop and implement plans and schedules that support the provision of targeted mathematics instruction and remediation to selected students, including the use of Successmaker, FCAT Explorer, Destination Math, manipulatives, tutorial programs and additional technological tools.

Action Step 1

Master schedules will be developed, and revised as appropriate, to ensure that there are sufficient opportunities provided during the instructional day for students to access necessary interventions in mathematics. Tutorial program, focused on assessed benchmarks and identified skill deficits, will be developed and implemented.

Person or Persons Responsible

Principal, Assistant Principals, Grade-level and Department Chairpersons, Teachers

Target Dates or Schedule

Schedule development will begin during July 2013 and be completed by September 16, 2013 (for computer laboratory schedules). Tutorial programs will be made available by November 2013.

Evidence of Completion

Master schedules, including computer laboratory schedules reflecting specific times reserved for the delivery of technology-based interventions, will be available by September 16, 2013.

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

Fidelity of implementation will be monitored through reviews of program-specific progress reports on individual students, the monitoring of interim and other assessment data, and reviews of tutorial session attendance rosters.

Person or Persons Responsible

Teachers will implement interventions and schedules; the Assistant Principals will be responsible for ensuring the provision of necessary interventions and adherence to the schedules.

Target Dates or Schedule

Interventions will be provided beginning on August 19, 2013; additional intervention opportunities will be provided beginning September 16, 2013. Tutorial programs will begin in November 2013, with attendance monitoring conducted by Assistant Principals.

Evidence of Completion

Program utilization reports reflecting student use of technology-based interventions will be evidence of fidelity of implementation. Additionally, classroom walkthroughs will be conducted to ensure that teachers are implementing classroom-based intervention strategies and activities.

Plan to Monitor Effectiveness of G3.B2.S1

Student progress and performance on intervention programs will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as appropriate, based on disaggregated student data.

Person or Persons Responsible

The Assistant Principals will be responsible for monitoring the effectiveness of the strategy.

Target Dates or Schedule

Student progress and performance will be reviewed on a quarterly basis through a review of program utilization reports and students' academic performances on a variety of assessments.

Evidence of Completion

Student utilization and performance reports on interventions will reflect fidelity of implementation, as well as students' progress toward improving their performances in mathematics.

G3.B3 The 2013 AMO target for the White subgroup was 79% proficiency. Results of the 2013 FCAT 2.0 Mathematics Test indicate that 76% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 81% of White students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.

G3.B3.S1 Develop and implement plans and schedules that support the provision of targeted mathematics instruction and remediation to selected students, including the use of Successmaker, FCAT Explorer, Destination Math, manipulatives, tutorial programs and additional technological tools.

Action Step 1

Master schedules will be developed, and revised as appropriate, to ensure that there are sufficient opportunities provided during the instructional day for students to access necessary interventions in mathematics. Tutorial program, focused on assessed benchmarks and identified skill deficits, will be developed and implemented.

Person or Persons Responsible

Principal, Assistant Principals, Grade-level and Department Chairpersons, Teachers

Target Dates or Schedule

Schedule development will begin during July 2013 and be completed by September 16, 2013 (for computer laboratory schedules). Tutorial programs will be made available by November 2013.

Evidence of Completion

Master schedules, including computer laboratory schedules reflecting specific times reserved for the delivery of technology-based interventions, will be available by September 16, 2013.

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

Fidelity of implementation will be monitored through reviews of program-specific progress reports on individual students, the monitoring of interim and other assessment data, and reviews of tutorial session attendance rosters.

Person or Persons Responsible

Teachers will implement interventions and schedules; the Assistant Principals will be responsible for ensuring the provision of necessary interventions and adherence to the schedules.

Target Dates or Schedule

Interventions will be provided beginning on August 19, 2013; additional intervention opportunities will be provided beginning September 16, 2013. Tutorial programs will begin in November 2013, with attendance monitoring conducted by Assistant Principals.

Evidence of Completion

Program utilization reports reflecting student use of technology-based interventions will be evidence of fidelity of implementation. Additionally, classroom walkthroughs will be conducted to ensure that teachers are implementing classroom-based intervention strategies and activities.

Plan to Monitor Effectiveness of G3.B3.S1

Student progress and performance on intervention programs will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as appropriate, based on disaggregated student data.

Person or Persons Responsible

The Assistant Principals will be responsible for monitoring the effectiveness of the strategy.

Target Dates or Schedule

Student progress and performance will be reviewed on a quarterly basis through a review of program utilization reports and students' academic performances on a variety of assessments.

Evidence of Completion

Student utilization and performance reports on interventions will reflect fidelity of implementation, as well as students' progress toward improving their performances in mathematics.

G3.B4 The 2013 AMO target for the ELL subgroup was 60% proficiency. Results of the 2013 FCAT 2.0 Mathematics Test indicate that 46% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 64% of ELL students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.

G3.B4.S1 Develop and implement plans and schedules that support the provision of targeted mathematics instruction and remediation to selected students, including the use of Successmaker, FCAT Explorer, Destination Math, manipulatives, tutorial programs, CCHL instruction, and additional technological tools.

Action Step 1

Master schedules will be developed, and revised as appropriate, to ensure that there are sufficient opportunities provided during the instructional day for students to access necessary interventions in mathematics and/or CCHL instructional support, as appropriate. Tutorial program, focused on assessed benchmarks and identified skill deficits, will be developed and implemented.

Person or Persons Responsible

Principal, Assistant Principals, Grade-level and Department Chairpersons, ELL Teachers, Teachers

Target Dates or Schedule

Schedule development will begin during July 2013 and be completed by September 16, 2013 (for computer laboratory schedules). Tutorial programs will be made available by November 2013.

Evidence of Completion

Master schedules, including computer laboratory schedules reflecting specific times reserved for the delivery of technology-based interventions, will be available by September 16, 2013.

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

Fidelity of implementation will be monitored through reviews of program-specific progress reports on individual students, the monitoring of interim and other assessment data, and reviews of tutorial session attendance rosters.

Person or Persons Responsible

Teachers will implement interventions and schedules; the Assistant Principals will be responsible for ensuring the provision of necessary interventions and adherence to the schedules.

Target Dates or Schedule

Interventions will be provided beginning on August 19, 2013; additional intervention opportunities will be provided beginning September 16, 2013. Tutorial programs will begin in November 2013, with attendance monitoring conducted by Assistant Principals.

Evidence of Completion

Program utilization reports reflecting student use of technology-based interventions will be evidence of fidelity of implementation. Additionally, classroom walkthroughs will be conducted to ensure that teachers are implementing classroom-based intervention strategies and activities.

Plan to Monitor Effectiveness of G3.B4.S1

Student progress and performance on intervention programs will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as appropriate, based on disaggregated student data.

Person or Persons Responsible

The Principal and Assistant Principals will be responsible for monitoring the effectiveness of the strategy.

Target Dates or Schedule

Student progress and performance will be reviewed on a quarterly basis through a review of program utilization reports and students' academic performances on a variety of assessments.

Evidence of Completion

Student utilization and performance reports on interventions will reflect fidelity of implementation, as well as students' progress toward improving their performances in mathematics.

G3.B5 The 2013 AMO target for the SWD subgroup was 41% proficiency. Results of the 2013 FCAT 2.0 Mathematics Test indicate that 33% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 47% of Students with Disabilities achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.

G3.B5.S1 Develop and implement plans and schedules that support the provision of targeted mathematics instruction and remediation to selected students, including the use of Successmaker, FCAT Explorer, Destination Math, manipulatives, tutorial programs and additional technological tools.

Action Step 1

Master schedules will be developed, and revised as appropriate, to ensure that there are sufficient opportunities provided during the instructional day for students to access necessary interventions in mathematics. Tutorial program, focused on assessed benchmarks and identified skill deficits, will be developed and implemented. Additional support will be provided by SPED teachers regarding the implementation of instructional accommodations and supports for specific SWDs.

Person or Persons Responsible

Principal, Assistant Principals, Grade-level and Department Chairpersons, SPED Teachers, General Education Teachers

Target Dates or Schedule

Schedule development will begin during July 2013 and be completed by September 16, 2013 (for computer laboratory schedules). Tutorial programs will be made available by November 2013.

Evidence of Completion

Master schedules, including computer laboratory schedules reflecting specific times reserved for the delivery of technology-based interventions, will be available by September 16, 2013.

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

Fidelity of implementation will be monitored through reviews of program-specific progress reports on individual students, the monitoring of interim and other assessment data, and reviews of tutorial session attendance rosters.

Person or Persons Responsible

Teachers will implement interventions and schedules; the Assistant Principals will be responsible for ensuring the provision of necessary interventions and adherence to the schedules.

Target Dates or Schedule

Interventions will be provided beginning on August 19, 2013; additional intervention opportunities will be provided beginning September 16, 2013. Tutorial programs will begin in November 2013, with attendance monitoring conducted by Assistant Principals.

Evidence of Completion

Program utilization reports reflecting student use of technology-based interventions will be evidence of fidelity of implementation. Additionally, classroom walkthroughs will be conducted to ensure that teachers are implementing classroom-based intervention strategies and activities.

Plan to Monitor Effectiveness of G3.B5.S1

SWD progress updates, provided quarterly with grade reports, will point to the effectiveness of the strategy. Student progress and performance on intervention programs will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as appropriate, based on disaggregated student data.

Person or Persons Responsible

The Assistant Principals will be responsible for monitoring the effectiveness of the strategy.

Target Dates or Schedule

Student progress and performance will be reviewed on a quarterly basis through a review of program utilization reports and students' academic performances on a variety of assessments.

Evidence of Completion

Student utilization and performance reports on interventions will reflect fidelity of implementation, as well as students' progress toward improving their performances in mathematics.

G3.B6 The 2013 AMO target for the ED subgroup was 63% proficiency. Results of the 2013 FCAT 2.0 Mathematics Test indicate that 58% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 67% of Economically Disadvantaged students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.

G3.B6.S1 Develop and implement plans and schedules that support the provision of targeted mathematics instruction and remediation to selected students, including the use of Successmaker, FCAT Explorer, Destination Math, manipulatives, tutorial programs and additional technological tools.

Action Step 1

Master schedules will be developed, and revised as appropriate, to ensure that there are sufficient opportunities provided during the instructional day for students to access necessary interventions in mathematics. Tutorial program, focused on assessed benchmarks and identified skill deficits, will be developed and implemented.

Person or Persons Responsible

Principal, Assistant Principals, Grade-level and Department Chairpersons, Teachers

Target Dates or Schedule

Schedule development will begin during July 2013 and be completed by September 16, 2013 (for computer laboratory schedules). Tutorial programs will be made available by November 2013.

Evidence of Completion

Master schedules, including computer laboratory schedules reflecting specific times reserved for the delivery of technology-based interventions, will be available by September 16, 2013.

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

Fidelity of implementation will be monitored through reviews of program-specific progress reports on individual students, the monitoring of interim and other assessment data, and reviews of tutorial session attendance rosters.

Person or Persons Responsible

Teachers will implement interventions and schedules; the Assistant Principals will be responsible for ensuring the provision of necessary interventions and adherence to the schedules.

Target Dates or Schedule

Interventions will be provided beginning on August 19, 2013; additional intervention opportunities will be provided beginning September 16, 2013. Tutorial programs will begin in November 2013, with attendance monitoring conducted by Assistant Principals.

Evidence of Completion

Program utilization reports reflecting student use of technology-based interventions will be evidence of fidelity of implementation. Additionally, classroom walkthroughs will be conducted to ensure that teachers are implementing classroom-based intervention strategies and activities.

Plan to Monitor Effectiveness of G3.B6.S1

Student progress and performance on intervention programs will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as appropriate, based on disaggregated student data.

Person or Persons Responsible

The Principal and Assistant Principals will be responsible for monitoring the effectiveness of the strategy.

Target Dates or Schedule

Student progress and performance will be reviewed on a quarterly basis through a review of program utilization reports and students' academic performances on a variety of assessments.

Evidence of Completion

Student utilization and performance reports on interventions will reflect fidelity of implementation, as well as students' progress toward improving their performances in mathematics.

G3.B7 Results of the 2013 FCAT 2.0 Mathematics Test indicate that 26% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the percentage of Level 3 students by 3 percentage point to 29%.

G3.B7.S1 Teachers will utilize manipulatives for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Additionally, we will increase the number of opportunities for individual students to receive additional supports and differentiated instruction on specific mathematics benchmarks through tutorial programs

Action Step 1

Teachers will implement an active, discovery-based approach to the development of mathematical understandings. Hands-on activities will be employed during the course of instruction.

Person or Persons Responsible

Principal, Assistant Principals, Grade-level and Department Chairpersons, Teachers

Target Dates or Schedule

Beginning August 26, 2013 and ongoing thereafter.

Evidence of Completion

Student work products and performances on classroom-based assessments.

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

Fidelity of implementation will be monitored through classroom-walkthroughs and observations of instructional delivery in mathematics. PLCs will be provided opportunities to meet biweekly to plan hands-on activities in mathematics.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Beginning in August 2013 and ongoing thereafter.

Evidence of Completion

Results of classroom walkthroughs, student work products, and performances on classroom-based assessments.

Plan to Monitor Effectiveness of G3.B7.S1

Student progress and performance on intervention programs and assessments will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as appropriate, based on disaggregated student data.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Student progress and performance will be reviewed on a quarterly basis through a review of students' academic performances on a variety of assessments.

Evidence of Completion

Results of classroom walkthroughs, as well as student utilization and performance reports on interventions, will reflect fidelity of implementation, as well as students' progress toward improving their performances in mathematics.

G3.B8 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 36% of students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of students achieving Level 4 and 5 proficiency by 1 percentage point to 37%.

G3.B8.S1 Teachers will provide an opportunity for students to be engaged in mathematical dialogue and problem solving activities through the use of collaborative learning centers, hands-on interactions with mathematical concepts and content, and/or more complex problem-solving processes.

Action Step 1

Teachers will implement an enriched, discovery-based approach to the development of mathematical understandings. Hands-on activities will be employed during the course of instruction.

Person or Persons Responsible

Principal, Assistant Principals, Grade-level and Department Chairpersons, Teachers

Target Dates or Schedule

Beginning August 26, 2013 and ongoing thereafter.

Evidence of Completion

Student work products and performances on classroom-based assessments.

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

Fidelity of implementation will be monitored through classroom-walkthroughs and observations of instructional delivery in mathematics. PLCs will be provided opportunities to meet biweekly to plan hands-on activities in mathematics.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Beginning in August 2013 and ongoing thereafter.

Evidence of Completion

Results of classroom walkthroughs, student work products, and performances on classroom-based assessments.

Plan to Monitor Effectiveness of G3.B8.S1

Student progress and performance on intervention programs and assessments will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as appropriate, based on disaggregated student data.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Student progress and performance will be reviewed on a quarterly basis through a review of students' academic performances on a variety of assessments.

Evidence of Completion

Results of classroom walkthroughs, as well as student utilization and performance reports on interventions, will reflect fidelity of implementation, as well as students' progress toward improving their performances in mathematics.

G3.B9 The 2013 administration of the FCAT 2.0 Mathematics Test revealed an decrease of 9% in the percentage of students making learning gains in Mathematics. Student performances in Geometry and Measurement continue to be a concern at all grade levels. A lack of repeated opportunities for exposure and skill-development on specific mathematics benchmarks has hindered student progress in this area.

G3.B9.S1 Increase the number of opportunities for individual students to engage in meaningful instructional activities (including hands-on activities, reinforcement, practice and enrichment) focused on mathematics benchmarks and developing mastery of mathematics skills, with particular emphasis on geometry and measurement. Additionally, we will increase the number of opportunities for individual students to receive additional supports and differentiated instruction on specific mathematics benchmarks through tutorial programs.

Action Step 1

Based on Baseline Assessment data, teachers will provide third grade students with additional instruction on operations, geometry and measurement (less than 2% of students proficient). Through PLCs, teachers will collaboratively examine student data and develop instructional plans that address identified needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in October 2013

Evidence of Completion

Student work samples; classroom walkthroughs

Facilitator:

PLC Leader

Participants:

Teachers

Action Step 2

Based on Baseline Assessment data, teachers will provide fourth grade students with additional instruction on Base Ten and Fractions (8% of students proficient), as well as geometry and measurement (7% of students proficient). Through PLCs, teachers will collaboratively examine student data and develop instructional plans that address identified needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in October 2013

Evidence of Completion

Student work samples; classroom walkthroughs

Facilitator:

PLC Leader

Participants:

Teachers

Action Step 3

Based on Baseline Assessment data, teachers will provide fifth grade students with additional instruction on geometry and measurement (2% of students proficient). Through PLCs, teachers will collaboratively examine student data and develop instructional plans that address identified needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in October 2013

Evidence of Completion

Student work samples; classroom walkthroughs

Facilitator:

PLC Leader

Participants:

Teachers

Action Step 4

Based on Baseline Assessment data, teachers will provide sixth and seventh grade students with additional instruction on probability and statistics (1% and 7% of students proficient, respectively). Through PLCs, teachers will collaboratively examine student data and develop instructional plans that address identified needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in October 2013

Evidence of Completion

Student work samples; classroom walkthroughs

Facilitator:

PLC Leaders/Department Chairperson

Participants:

Teachers

Action Step 5

Based on Baseline Assessment data, teachers will provide eighth grade students with additional instruction on algebraic expressions, equations, functions and algebraic representations of linear functions. Through PLCs, teachers will collaboratively examine student data and develop instructional plans that address identified needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in October 2013

Evidence of Completion

Student work samples; classroom walkthroughs

Facilitator:

Department Chairperson

Participants:

Teachers

Action Step 6

Teachers will provide meaningful hands-on activities designed to deepen students' understanding of targeted concepts and benchmarks. Differentiated instruction will be provided to ensure student mastery of concepts taught. Tutorial support in Mathematics will be made available to selected students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning in August 2013 and ongoing thereafter

Evidence of Completion

Student work products and performances on classroom-based and Interim assessments.

Facilitator:

PLC Leaders/Department Chairpersons

Participants:

Teachers

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

Fidelity of implementation will be monitored through classroom-walkthroughs and observations of instructional delivery in mathematics. PLCs will be provided opportunities to meet biweekly to plan hands-on activities in mathematics.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Beginning in August 2013 and ongoing thereafter.

Evidence of Completion

Results of classroom walkthroughs and reviews of student work outcomes. Reviews of interim and other progress-monitoring assessment data will be conducted in order to assess progress.

Plan to Monitor Effectiveness of G3.B9.S1

Student progress and performance on intervention programs and assessments will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as appropriate, based on disaggregated student data.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Student progress and performance will be reviewed on a quarterly basis through a review of students' academic performances on a variety of assessments.

Evidence of Completion

Formative assessments of effectiveness will include district Interim Assessments; Summative assessment of effectiveness will be determined based on student performances on the 2014 FCAT 2.0 Mathematics Test.

G3.B10 Results of the 2013 FCAT 2.0 Mathematics Test indicated that 62% of students in the Lowest 25% made Learning Gains. During the 2013-2014 school year, we will increase the percentage of students in the Lowest 25% making Learning Gains in Mathematics by 4 percentage points to 66%. A lack of repeated and consistent opportunities for exposure to specific mathematics strands and benchmarks may again hinder student progress.

G3.B10.S1 Increase the number of opportunities for individual students to receive additional supports and differentiated instruction on specific mathematics benchmarks, identified through progress monitoring activities, through tutorial programs.

Action Step 1

Teachers will provide meaningful hands-on activities designed to deepen students' understanding of targeted concepts and benchmarks. Differentiated instruction will be provided to ensure student mastery of concepts taught. Tutorial support in Mathematics will be made available to selected students.

Person or Persons Responsible

Teachers, Assistant Principals

Target Dates or Schedule

Beginning August 19, 2013 and ongoing thereafter.

Evidence of Completion

Student work products and performances on classroom-based and Interim assessments.

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

Fidelity of implementation will be monitored through classroom-walkthroughs and observations of instructional delivery in mathematics. PLCs will be provided opportunities to meet biweekly to plan hands-on activities in mathematics.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in August 2013 and ongoing thereafter.

Evidence of Completion

Results of classroom walkthroughs and reviews of student work outcomes.

Plan to Monitor Effectiveness of G3.B10.S1

Student progress and performance will be reviewed on a quarterly basis through a review of students' academic performances on a variety of assessments. Student progress and performance on intervention programs and assessments will be reviewed on a quarterly basis, with results being shared with grade-level and department chairpersons and PLCs. Instructional adjustments will be made, as appropriate, based on disaggregated student data.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Quarterly reviews of student performance data.

Evidence of Completion

Formative assessments of effectiveness will include district Interim Assessments; Summative assessment of effectiveness will be determined based on student performances on the 2014 FCAT 2.0 Mathematics Test.

G4. Based on the results of the 2013 Algebra EOC Examination, 68% of eligible students participated in the Algebra EOC. Our goal for the 2013-2014 school year will be to increase the participation rate by 3 percentage points to 71%.

G4.B1 Increasing the number of students participating in the Algebra course is a priority in terms of enhancing the rigor of the secondary mathematics program and high school preparation/acceleration efforts. Based on the results of the 2013 Algebra EOC Examination, 27% (14) of students demonstrated proficiency by scoring at Level 3. 100% (51) of students enrolled in the Algebra course scored at Level 3 or higher.

G4.B1.S1 Elementary and middle school math teachers will provide students with more rigorous instruction in mathematics as a means of preparing students for Algebra by middle school.

Action Step 1

Students will be involved in rigorous mathematics instruction based on teacher reviews of student performance and assessment data, as well as the instructional implications of those data in terms of preparing students for success in Algebra. Based on student data, teachers will target specific benchmarks and skills necessary for student success in Algebra.

Person or Persons Responsible

Principal, Assistant Principals, Math Teachers

Target Dates or Schedule

Monthly beginning in August 2013

Evidence of Completion

Student work samples and PLC minutes.

Facilitator:

PLC Leaders, Assistant Principals

Participants:

Principal, Assistant Principals, Math Teachers

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

Fidelity of implementation will be assessed through classroom walkthroughs and observations of instructional delivery of mathematics lessons.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in August 2013 and ongoing thereafter.

Evidence of Completion

Observed instruction aligned with identified needs, student work samples

Plan to Monitor Effectiveness of G4.B1.S1

Student performance data on Interim Assessments and classroom-based activities will be reviewed for progress toward addressing barrier.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Quarterly as data become available, with summative assessment in May/June 2014.

Evidence of Completion

Effectiveness will be determined by reviewing 2014 Algebra EOC Test scores, as well as reviewing the number of students enrolling in the Algebra course and completing the EOC Test.

G5. Based on the results of the 2013 Algebra EOC Examination, 27% (14) of students demonstrated proficiency by scoring at Level 3. 100% (51) of students scored at Level 3 or higher. Our goal for the 2013-2014 school year will be to maintain this percentage.

G5.B1 Based on the results of the 2013 Algebra EOC Examination, 71% (37) of students demonstrated proficiency by scoring at Level 4 or above. 100% (51) of students scored at Level 3 or higher. Our goal for the 2013-2014 school year will be to maintain the percentage of students demonstrating proficiency on the Algebra EOC.

G5.B1.S1 Vertical Teaming and articulation efforts between middle school and elementary mathematics teachers will be enhanced, to include the expansion of efforts to prepare students to be proficient in Algebra by middle school grades by delivering rigorous, enriched instruction.

Action Step 1

Students will be involved in rigorous, enriched learning activities addressing skills necessary for success in Algebra. Elementary and middle school math teachers will have opportunities to review student performance and assessment data and utilize them to refine instructional plans.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Monthly beginning in August 2013

Evidence of Completion

Student work samples and PLC minutes.

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

Fidelity of implementation will be assessed through classroom walkthroughs and observations of instructional delivery of mathematics lessons.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in August 2013 and ongoing thereafter.

Evidence of Completion

Observed instruction aligned with identified needs, student work samples.

Plan to Monitor Effectiveness of G5.B1.S1

Student performance data on Interim Assessments and classroom-based activities will be reviewed for progress toward addressing barrier.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Quarterly as data become available, with summative assessment in May/June 2014.

Evidence of Completion

Effectiveness will be determined by reviewing 2014 Algebra EOC Test scores.

G6. The results of the 2013 FCAT 2.0 Science Test indicate that 57% (59) of Fifth Grade students achieved Level 3 proficiency or above. Our goal for the 2013-2014 school year is to increase the percentage at Level 3 or above to 61%.

G6.B1 The area of deficiency as noted on the 2013 FCAT Science Test was in the Physical Science cluster, as well as in Big Idea 2 (the Characteristics of Scientific Knowledge). Greater articulation and common planning among elementary and middle school science teachers is needed to enhance instructional effectiveness, as well as to build capacity to support improved student performances in Science.

G6.B1.S1 Encourage teachers to use the District Pacing Guides and to become proficient in their grade levels standards. Students should be involved in an increased number of laboratory and simulation activities to reinforce understanding of concepts in physical science and the nature of scientific processes.

Action Step 1

Teachers will involve students in an increased number of hands-on laboratory and simulation activities to reinforce understanding of concepts in physical science and the nature of scientific processes.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Beginning in August 2013 and monthly thereafter.

Evidence of Completion

Student work samples and products; PLC minutes

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

Monitoring of PLC activities, discussions, and lesson plans, as well as observed instruction during classroom walkthroughs.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in September 2013 and ongoing thereafter.

Evidence of Completion

PLC minutes, classroom walkthrough logs.

Plan to Monitor Effectiveness of G6.B1.S1

Assessment data will reflect improved student performances in Science as a result of an increase in the collaboratively planned laboratory and simulation activities.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in September 2013 and monthly thereafter.

Evidence of Completion

Formative assessments will include Interim assessments and classroom-based activities. Summative assessment will be based on the results of the 2014 FCAT Science Test.

G6.B2 Greater articulation and common planning among elementary and middle school science teachers is needed to enhance instructional effectiveness, as well as to build capacity to support improved student performances in Science and enhanced participation in rigorous Science courses in high school.

G6.B2.S1 Continue implementation of vertical articulation and Professional Learning Communities for elementary and middle school science teachers, focusing on ongoing progress monitoring of student performance on benchmarks, the identification of best practices in the teaching of science standards, and the development of additional strategies and activities designed to involve students in rigorous science-based activities.

Action Step 1

Teachers should continue implementation of vertical articulation and Professional Learning Communities for elementary and middle school science teachers, focusing on ongoing progress monitoring of student performance on benchmarks, the identification of best practices in the teaching of science standards, and the development of additional strategies and activities addressing all big ideas and targeted benchmarks. Students will be provided with increased opportunities to engage in hands-on and authentic science activities targeting the identified cluster.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Beginning in August 2013 and monthly thereafter.

Evidence of Completion

Student work samples and products; PLC minutes

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

Monitoring of PLC activities and discussions, as well as observed instruction during classroom walkthroughs.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in September 2013 and ongoing thereafter.

Evidence of Completion

PLC minutes, classroom walkthrough logs.

Plan to Monitor Effectiveness of G6.B2.S1

Assessment data will reflect improved student performances in Science as a result of an increase in the collaboratively planned, rigorous laboratory and simulation activities.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in September 2013 and monthly thereafter.

Evidence of Completion

Formative assessments will include Interim assessments and classroom-based activities. Summative assessment will be based on the results of the 2014 FCAT Science Test.

G7. The results of the 2013 FCAT 2.0 Science Test indicate that 59% (75) of Eighth Grade students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage to 63%.

G7.B1 The area of deficiency as noted on the 2013 FCAT Science Test was in the Nature of Science cluster. Greater articulation and common planning among elementary and middle school science teachers is needed to enhance instructional effectiveness, as well as to build capacity to support improved student performances in Science.

G7.B1.S1 Involve students in an increased number of laboratory and simulation activities to reinforce understanding of scientific processes. Monitoring the use of the Pacing Guides through observations. Teacher lesson plans will demonstrate evidence of adherence to the District's Pacing Guides.

Action Step 1

Teachers will involve students in an increased number of hands-on laboratory and simulation activities to reinforce understanding of concepts addressing the nature of scientific processes.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Beginning in August 2013 and monthly thereafter.

Evidence of Completion

Student work samples and products; PLC minutes

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

Monitoring of PLC activities and discussions, as well as observed instruction during classroom walkthroughs.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in September 2013 and ongoing thereafter.

Evidence of Completion

PLC minutes, classroom walkthrough logs.

Plan to Monitor Effectiveness of G7.B1.S1

Assessment data will reflect improved student performances in Science as a result of an increase in the collaboratively planned laboratory and simulation activities.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in September 2013 and monthly thereafter.

Evidence of Completion

Formative assessments will include Interim assessments and classroom-based activities. Summative assessment will be based on the results of the 2014 FCAT Science Test.

G7.B2 Greater articulation and common planning among elementary and middle school science teachers is needed to increase instructional rigor, as well as to build capacity to support improved student performances in Science and enhanced participation in rigorous Science courses in high school.

G7.B2.S1 Continue implementation of vertical articulation and Professional Learning Communities for elementary and middle school science teachers, focusing on ongoing progress monitoring of student performance on benchmarks, the identification of best practices in the teaching of science standards, and the development of additional strategies and activities designed to involve students in rigorous science-based activities.

Action Step 1

Teachers should continue implementation of vertical articulation and Professional Learning Communities for elementary and middle school science teachers, focusing on ongoing progress monitoring of student performance on benchmarks, the identification of best practices in the teaching of science standards, and the development of additional strategies and activities addressing all big ideas and targeted benchmarks. Students will be provided with increased opportunities to engage in hands-on and authentic science activities targeting the identified cluster.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Beginning in August 2013 and monthly thereafter.

Evidence of Completion

Student work samples and products; PLC minutes

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

Monitoring of PLC activities and discussions, as well as observed instruction during classroom walkthroughs.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in September 2013 and ongoing thereafter.

Evidence of Completion

PLC minutes, classroom walkthrough logs.

Plan to Monitor Effectiveness of G7.B2.S1

Assessment data will reflect improved student performances in Science as a result of an increase in the collaboratively planned, rigorous laboratory and simulation activities.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Beginning in September 2013 and monthly thereafter.

Evidence of Completion

Formative assessments will include Interim assessments and classroom-based activities. Summative assessment will be based on the results of the 2014 FCAT Science Test.

G8. During the 2012-2013 school there were two organized STEM activities. Our goal for the 2013-2014 school year will be to increase to 3 experiences and to increase middle school student participation by 5 percentage points from 13% (58) to 18%.

G8.B1 A review of STEM-related experiences provided to students during the 2012-2013 school year revealed that there were two such organized activities. Our goal for the 2013-2014 school year will be to increase the number of STEM related experiences by 50% (3 experiences), and to increase student participation in STEM-related experiences by 5 percentage points from 13% (58) to 18%.

G8.B1.S1 Middle school students will participate in the Dade County Science and Engineering Fair by developing individual and/or team-based projects for submission. Middle school students will also have the opportunity to participate in the LEGO Robotics Challenge. Student participation and engagement in this activity will encourage and support the expansion of the opportunity into a potential advanced course offering for the 2014-2015 school year.

Action Step 1

Activity coordinator(s)/teacher(s) will provide opportunities for students to study and interact with robotics.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Beginning in October 2013

Evidence of Completion

Roster of student participants; documentation of program activities

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

Activity coordinator(s)/teacher(s) will provide administration with data pertaining to planned program activities and student attendance at sessions. Walkthroughs will also be conducted to ensure fidelity.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Monthly, beginning in October 2013

Evidence of Completion

Session participation records, walkthrough observations

Plan to Monitor Effectiveness of G8.B1.S1

Administration and activity coordinator(s)/teacher(s) will determine if students have demonstrated mastery of the robotics concepts and skills acquired throughout program participation. Mastery will be demonstrated through completion of robotics projects, as well as through involvement in robotics competition(s).

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Monthly beginning in November 2013, culminating with final projects in Spring 2014

Evidence of Completion

Student robotics project(s)

G9. We will increase enrollment in Computer Applications and Business Keyboarding and other technology-focused courses by 3% (139) during the 2013-2014 school year.

G9.B1 Enrollment in Computer Applications and Business Keyboarding courses decreased from 134 students during the 2010-2011 school year to 122 during the 2011-2012 school year. Enrollment increased to 135 during the 2012-2013 school year, but increased advanced course opportunities and the need to provide intensive coursework for students in need of interventions has negatively impacted enrollment, participation and completion rates.

G9.B1.S1 Given the limited number of elective offerings at a K-8 Center as opposed to a traditional middle school program, selection of an elective course is highly competitive. We will develop and implement strategies to market and increase the visibility of CTE offerings.

Action Step 1

Beginning during subject selection, students will be encouraged to register for CTE courses. Presentations regarding course content, cycle, and availability will be made to parents and students throughout articulation process.

Person or Persons Responsible

CTE Teacher, Assistant Principals, Principal

Target Dates or Schedule

Beginning in April 2013 and ongoing thereafter

Evidence of Completion

Session agendas and course enrollment records.

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

A review of course enrollment data will be conducted on a quarterly basis, and presentation content reflecting recruitment of students.

Person or Persons Responsible

Assistant Principals, Student Services staff

Target Dates or Schedule

Beginning in August 2013 and ongoing thereafter

Evidence of Completion

Course enrollment data, agendas from presentation sessions,

Plan to Monitor Effectiveness of G9.B1.S1

Reviews of enrollment data will be conducted and adjustments to recruitment and retention strategies will be made, as appropriate.

Person or Persons Responsible

Assistant Principals, Student Services staff

Target Dates or Schedule

Quarterly reviews of enrollment data.

Evidence of Completion

Course enrollment data.

G10. Students will be required to complete EOC examinations in Civics beginning in the 2013-2014 school year. During the 2013-2014 school year, 70% of seventh grade students will demonstrate mastery of Civics content.

G10.B1 Results from the 2013-2014 District Civics Baseline Assessment indicated that 0% of seventh graders demonstrated proficiency. All seventh grade students must complete Civics as part of their instructional program. However, the advent of the Common Core Standards, and the absence of standardized instructional materials and assessments aligned with these new Civics standards, creates an obstacle to preparing students for the EOC in 2013-2014.

G10.B1.S1 Students will be provided instruction that aligns with the Common Core State Standards for Civics and that incorporates supplementary materials to address the new expectations, as appropriate.

Action Step 1

Teachers will utilize Pacing Guides and supplemental materials to ensure coverage of all assessed benchmarks. Quarterly district-developed assessments will be used to assess progress.

Person or Persons Responsible

Civics teachers, Assistant Principals

Target Dates or Schedule

Beginning in August 2013 and ongoing thereafter.

Evidence of Completion

Student work products, results from quarterly assessments

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

Teachers will administer district-developed assessments in Civics and utilize data to refine instruction, as well as to determine the effectiveness of instruction. Classroom walkthroughs will be conducted to ensure the delivery of instruction aligned with specified benchmarks.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Quarterly, beginning in September 2013.

Evidence of Completion

Classroom walkthrough logs, results of quarterly assessments.

Plan to Monitor Effectiveness of G10.B1.S1

Results from district-developed quarterly assessments in Civics will be collected and analyzed. Data reviews will identify areas for further instruction, as well as the effectiveness of instructional delivery on improving student performances.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Quarterly, beginning in September 2013

Evidence of Completion

Results of quarterly assessments, PLC/Department Meeting minutes.

G11. Our goal during the 2013-2014 school year will be to reduce the student absenteeism and retentions, while improving student behavior and mitigating lost instructional time.

G11.B1 Student attendance has fluctuated slightly over the past two years, from 96.48% in 2010-2011 to 96.51% in the 97% in the 2012-2013 school year. While there has been a slight improvement, attendance rates, particularly during the latter half of the school year, continue to decline. The lost instructional time, if unmitigated, contributes directly to increasing the probability of failure and retention.

G11.B1.S1 Identify and implement incentive and/or reward programs to encourage improved student attendance, particularly during the latter half of the school year. Additionally, more frequent and targeted communication to parents whose children begin to demonstrate a pattern of absenteeism (five or more absences).

Action Step 1

Design and implement incentive programs, at either the homeroom, school or grade-level basis, to reward attendance. Ensure that students with a pattern of absenteeism are identified and parents notified of necessary corrective actions.

Person or Persons Responsible

Teachers, Student Services Staff, Attendance Clerk, Principal, Assistant Principals

Target Dates or Schedule

Beginning in September 2013 and ongoing thereafter

Evidence of Completion

Student attendance records, records of student and parent contacts regarding attendance.

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

Monthly reviews of student attendance rates, as well as ongoing reviews of teacher and Student Services referrals due to poor attendance.

Person or Persons Responsible

Assistant Principals, Attendance Clerk

Target Dates or Schedule

Beginning in September 2013 and ongoing thereafter.

Evidence of Completion

Student attendance reports, documentation of attendance referrals and resulting actions.

Plan to Monitor Effectiveness of G11.B1.S1

Reviews of student attendance reports will be conducted monthly to ensure that desired improvements are occurring; follow-up communications with parents/guardians of targeted students will be conducted, and results will reflect improved student attendance.

Person or Persons Responsible

Principal, Assistant Principals, Attendance Clerk

Target Dates or Schedule

Beginning in September 2013 and ongoing thereafter.

Evidence of Completion

Student attendance reports, documentation of communications with parents/guardians regarding attendance.

G11.B2 While a variety of factors can contribute to a student's retention, the effective use of preventive strategies and supports is crucial in mitigating these negative factors, thereby optimizing opportunities for success.

G11.B2.S1 Students in danger of potential retention, as identified through academic performances, will be afforded guidance counseling and academic advisement, as appropriate. Additionally, parents will be provided with information regarding how to effectively assist their child in dealing with academic challenges.

Action Step 1

Reviews of student academic performances, as reflected in course grades, will be conducted. Students demonstrating a pattern of academic difficulty will be provided with advisement and support to address the issues. Parents and guardians will be provided with information regarding how to effectively support their child.

Person or Persons Responsible

Teachers, Student Services staff, Administrators

Target Dates or Schedule

Beginning in October 2013 and ongoing thereafter.

Evidence of Completion

Student performance reports, communication logs, Student Services report forms

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

Student grade reports will be reviewed and correlated to Student Service forms for academic advisement.

Person or Persons Responsible

Assistant Principals, Student Services staff

Target Dates or Schedule

Quarterly

Evidence of Completion

Student grade reports, Student Services forms.

Plan to Monitor Effectiveness of G11.B2.S1

Academic progress of targeted students will be monitored through grade reports. Insufficient progress will lead to the identification and implementation of additional intervention strategies, as appropriate.

Person or Persons Responsible

Principal, Assistant Principals, Student Services staff

Target Dates or Schedule

Quarterly

Evidence of Completion

Student grade reports

G11.B3 Students who are not proficient in Reading require additional intensive interventions delivered in a manner that does not negatively impact the student's ability to actively participate in classroom activities.

G11.B3.S1 Identify available times throughout the instructional day when non-proficient readers can be provided access to computer laboratory resources and programs designed to assist with improving reading proficiency (e.g., Successmaker, Reading Plus). Additionally, the McGraw/Hill Wonder Works Reading Intervention program should be implemented in the primary grades. Lastly, students not demonstrating proficiency in Reading in the primary grades should be given priority for involvement in Tier 2 and Tier 3 interventions through the MTSS/Rtl process.

Action Step 1

Computer laboratory schedules will be developed and implemented, providing structured opportunities for student to utilize Reading intervention programs. Students not demonstrating proficiency on interim and other assessments will be afforded Tier II Reading interventions during their Reading/Language Arts block. Schedule adjustments will be made for Tier III students to receive additional intensive Reading interventions.

Person or Persons Responsible

Teachers, Assistant Principals

Target Dates or Schedule

Beginning in September 2013 and ongoing thereafter

Evidence of Completion

Student utilization reports, MTSS/Rtl documentation

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

Program utilization reports, and ongoing progress monitoring documentation, will be reviewed by MTSS/Rtl Leadership Team. Adjustments or additional actions will be initiated, as appropriate.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Quarterly; frequency will increase to weekly or daily for students at Tier II or III, respectively.

Evidence of Completion

Student performance and utilization reports, MTSS/Rtl progress monitoring data and documentation

Plan to Monitor Effectiveness of G11.B3.S1

Reviews of student utilization and performance reports will be conducted to assess the degree of student progress toward proficiency. Adjustments to interventions will be made based on reviews, as appropriate.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Quarterly; schedule to be adjusted as appropriate for MTSS/RtI reporting and intervention timeframes

Evidence of Completion

Student utilization and performance reports, MTSS/RtI progress monitoring data and documentation

G12. Our goal during the 2013-2014 school year will be to reduce the percentage of students failing a Mathematics or English Language Arts course, the percentage of students failing two or more courses, and behavior referrals/suspensions.

G12.B1 Student attendance has fluctuated slightly over the past two years, from 96.48% in 2010-2011 to 96.51% in the 97% in the 2012-2013 school year. While there has been a slight improvement, attendance rates, particularly during the latter half of the school year, continue to decline. The lost instructional time, if unmitigated, contributes directly to increasing the probability of failure and retention.

G12.B1.S1 Identify and implement incentive and/or reward programs to encourage improved student attendance, particularly during the latter half of the school year. Additionally, more frequent and targeted communication to parents whose children begin to demonstrate a pattern of absenteeism (five or more absences).

Action Step 1

Design and implement incentive programs, at either the homeroom, school or grade-level basis, to reward attendance. Ensure that students with a pattern of absenteeism are identified and parents notified of necessary corrective actions.

Person or Persons Responsible

Teachers, Student Services Staff, Attendance Clerk, Principal, Assistant Principals

Target Dates or Schedule

Beginning in September 2013 and ongoing thereafter

Evidence of Completion

Student attendance records, records of student and parent contacts regarding attendance.

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

Monthly reviews of student attendance rates, as well as ongoing reviews of teacher and Student Services referrals due to poor attendance.

Person or Persons Responsible

Assistant Principals, Attendance Clerk

Target Dates or Schedule

Beginning in September 2013 and ongoing thereafter.

Evidence of Completion

Student attendance reports, documentation of attendance referrals and resulting actions.

Plan to Monitor Effectiveness of G12.B1.S1

Reviews of student attendance reports will be conducted monthly to ensure that desired improvements are occurring; follow-up communications with parents/guardians of targeted students will be conducted, and results will reflect improved student attendance.

Person or Persons Responsible

Principal, Assistant Principals, Attendance Clerk

Target Dates or Schedule

Beginning in September 2013 and ongoing thereafter.

Evidence of Completion

Student attendance reports, documentation of communications with parents/guardians regarding attendance.

G12.B2 While identifying students who may be in danger of failing a course is not difficult given the availability of progress monitoring and reporting tools, the provision of sufficient interventions and supports can become a challenge. Additional modalities for providing instructional supports must be identified and implemented

G12.B2.S1 Students in danger of course failure, as identified through academic performances, will be afforded guidance counseling and academic advisement, as appropriate. Additionally, parents will be provided with information regarding how to effectively assist their child in dealing with academic challenges.

Action Step 1

Reviews of student academic performances, as reflected in course grades, will be conducted. Students demonstrating a pattern of academic difficulty will be provided with advisement and support to address the issues. Parents and guardians will be provided with information regarding how to effectively support their child.

Person or Persons Responsible

Teachers, Student Services staff

Target Dates or Schedule

Beginning in October 2013 and ongoing thereafter.

Evidence of Completion

Student performance reports, communication logs, Student Services report forms

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

Student grade reports will be reviewed and correlated to Student Service forms for academic advisement.

Person or Persons Responsible

Assistant Principals, Student Services staff

Target Dates or Schedule

Quarterly

Evidence of Completion

Student grade reports, Student Services forms.

Plan to Monitor Effectiveness of G12.B2.S1

Academic progress of targeted students will be monitored through grade reports. Insufficient progress will lead to the identification and implementation of additional intervention strategies, as appropriate.

Person or Persons Responsible

Principal, Assistant Principals, Student Services staff

Target Dates or Schedule

Quarterly

Evidence of Completion

Student grade reports

G12.B3 While there exist numerous sources from which students can gather information regarding disciplinary expectations and policies, students' understanding of these expectations cannot be taken for granted. Opportunities exist to enhance students' understanding in these areas.

G12.B3.S1 Increase the number of classroom-based presentations by student services staff regarding disciplinary expectations, responsibilities and accountability. Additionally, ensure that all initial behavior referrals include a referral to student services for intervention, as well as a parent conference component to ensure parental involvement and understanding.

Action Step 1

Presentations, at the grade-level or classroom level, will be conducted during which students are provided with information regarding behavior expectations and responsibilities.

Person or Persons Responsible

Student Services staff, Teachers

Target Dates or Schedule

Beginning in August 2013 and ongoing thereafter

Evidence of Completion

Schedule of presentations to students

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

Review of referral action and service codes, reflecting the utilization of student services referrals for all behavioral referrals. Additionally, an increase in the number of counselors' classroom-based presentations on disciplinary issues and personal responsibility.

Person or Persons Responsible

Assistant Principals, Student Services staff

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Services forms, record of classroom presentations

Plan to Monitor Effectiveness of G12.B3.S1

Review of student suspension counts and student behavioral referrals, resulting disciplinary actions, and student services logs of classroom-based presentations.

Person or Persons Responsible

Assistant Principals, Student Services staff

Target Dates or Schedule

Quarterly

Evidence of Completion

Student suspension and referral reports, Student Services logs

G13. Our goal during the 2013-2014 school year will be to increase the number of service hours provided to the school by parent volunteers by 5% to 3,280 hours.

G13.B1 A total of 236 individuals were registered as active volunteers during the 2012-2013 school year. These individuals provided 3,124 hours of volunteer services to the school. These services ranged from assisting with arrival, dismissal and cafeteria supervision, to assisting in individual classrooms. Our goal is to increase both the number of volunteers and the number of service hours provided in support of the school's overall program by 5%; a challenge given the increased demands on many parents and guardians as a result of economic and occupational challenges.

G13.B1.S1 Increase the number of parents registering and serving as volunteers by involving faculty and staff in active recruitment efforts.

Action Step 1

All staff will actively engage and encourage parents and guardians to become involved as volunteers. Volunteer Liaison will be available to assist with information for parents and guardians.

Person or Persons Responsible

Teachers, Support Personnel, Assistant Principals, Principal

Target Dates or Schedule

Beginning August 19, 2013 and ongoing thereafter

Evidence of Completion

Reports from Volunteer Database

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

Reviews of Volunteer Registrations will be conducted to determine effectiveness; Volunteer log will be reviewed to determine increases in hours provided.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Quarterly

Evidence of Completion

Volunteer database reports; volunteer log review

Plan to Monitor Effectiveness of G13.B1.S1

Reviews of volunteer information and service hours will be conducted quarterly to assess strategy impact; areas with highest concentration of volunteer services will be identified and used to benchmark additional best practices for additional recruitment and retention of volunteers.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Quarterly

Evidence of Completion

Volunteer log, Volunteer Database reports.

Coordination and Integration

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

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

Title III - As a means of meeting the instructional support and intervention needs of English Language Learners (ELL) and Hispanic students in the school, funds are secured annually through the Title III grant to provide an ELL Tutoring Academy in Reading and Mathematics for these AMO subgroups. Funding in the amount of \$1,800 was allocated during the 2012-2013 school year and was applied toward the hourly rates of three full-time bilingual and appropriately certified teachers who served as tutors.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 69% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 or higher proficiency to 76%.

G1.B7 Results of the 2013 FCAT 2.0 Reading Test indicate that 32% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 students proficiency by 2 percentage points to 34%.

G1.B7.S1 Teachers will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining, and actively engage students in the use of these texts.

PD Opportunity 1

Students will focus on what the author thinks and feels; on being able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided with practice in identifying topics and themes within texts. Students will also be taught to identify and interpret elements of story structure within a text. Their understanding of character development and character point of view will be deepened by asking "What does he think, what is his attitude toward...and what did he say to let me know?" Students will use poetry to practice identifying descriptive language that defines moods and provides imagery, note how authors use figurative language such as similes, metaphors, and personification, and use text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information.

Facilitator

Assistant Principals, Reading Liaison

Participants

Assistant Principals

Target Dates or Schedule

Beginning in August 2013 and thereafter until June 2014

Evidence of Completion

Student work samples, classroom walkthroughs

G1.B8 Results of the 2013 FCAT 2.0 Reading Test indicate that 36% of students achieved Levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 students' proficiency by 1 percentage point to 37%.

G1.B8.S1 Teachers will provide enrichment texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text, as well as the author's intent in structuring text in specific ways.

PD Opportunity 1

Through enrichment activities students will be taught to identify and interpret elements of story structure within a text. Students should focus on what the author thinks and feels, as well as how text structure communicates these ideas. Main idea may be stated or implied; students must seek evidence in text. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order, and the reasons why they have been used in the selected texts. Students will be provided with practice in identifying topics and themes within texts. Their understanding of character development and character point of view will be deepened by asking "What does he think, what is his attitude toward...and what did he say to let me know?" Students will use poetry to practice identifying descriptive language that defines moods and provides imagery, note how authors use figurative language such as similes, metaphors, and personification, and use text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information, as well as to deepen understandings of text.

Facilitator

Assistant Principals, Reading Liaison

Participants

Teachers

Target Dates or Schedule

Beginning in August 2013 and ongoing through June 2014

Evidence of Completion

Student work samples, classroom walkthroughs

G1.B10 Results of the 2013 FCAT 2.0 Reading Test indicate that 71% of students in the Lowest 25% made Learning Gains. During the 2013-2014 school year, we will increase the percentage of students in the Lowest 25% making Learning Gains by 3%.

G1.B10.S1 Increase the number of opportunities for individual students to receive additional supports and differentiated instruction on specific reading benchmarks through tutorial programs. Additionally, develop and implement master schedules that support the provision of targeted reading instruction to selected students, including the use of Reading Plus, Wonder Works, Successmaker, Accelerated Reader, and other technological tools.

PD Opportunity 1

Teachers will utilize formative assessment data to identify specific reading benchmarks for re-teaching and/or additional support through instruction, technological resources, or tutorial supports, as appropriate. Interventions and instructional supports to be provided by teachers during Reading/ Language Arts block.

Facilitator

Principal, Assistant Principals

Participants

Principal, Assistant Principals

Target Dates or Schedule

Beginning in August 2013 and ongoing through June 2014

Evidence of Completion

Student work samples, intervention data

G2. The results of the 2013 FCAT Writing Test indicate that 61% of students scored Level 3.5 or higher. Our goal for the 2013-2014 school year is to increase the percentage of students scoring Level 3.5 or higher on the FCAT Writing Test to 65%.

G2.B1 As noted on the 2013 administration of the FCAT Writing Test, 150 (61%) fourth and eighth grade students achieved scores of 3.5 or higher. These performances can be attributed in part to the success of the interventions and programs being used in the teaching of writing, but point to the need for enriched writing instruction at all grade levels.

G2.B1.S1 Continue to implement specific writing strategies and techniques (e.g., Melissa Forney strategies, Write Traits, Power Ed, rubric analysis, revision/editing process, high-impact writing strategies, journaling) in all classes beginning in Kindergarten.

PD Opportunity 1

Teachers will use, and students apply, specific writing strategies and techniques (e.g., Melissa Forney strategies, Write Traits, Power Ed, rubric analysis, revision/editing process, high-impact writing strategies, journaling) at all grade levels, with increased emphasis in fourth and eighth grades..

Facilitator

Assistant Principals, Language Arts Teachers

Participants

Teachers

Target Dates or Schedule

Beginning on August 19, 2013 and ongoing thereafter.

Evidence of Completion

Students' written responses to in-class assignments, including writing prompts.

G2.B1.S2 Teachers will ensure that students develop rich writing skills, including the use of dialogue, figurative language, and rich vocabulary within the context of proper use of conventions, during the course of the school year is critical. In order to accurately assess progress and adjust instructional methods, monthly assessments should continue to be used at all grade levels.

PD Opportunity 1

Teachers will use, and students apply, specific writing strategies and techniques (e.g., Melissa Forney strategies, Write Traits, Power Ed, rubric analysis, revision/editing process, high-impact writing strategies, journaling) at all grade levels, with increased emphasis in fourth and eighth grades..

Facilitator

Assistant Principals, Language Arts Teachers

Participants

Teachers

Target Dates or Schedule

Beginning on August 19, 2013 and ongoing thereafter.

Evidence of Completion

Students' written responses to in-class assignments, including writing prompts.

G3. Results from the 2013 FCAT 2.0 Mathematics Test indicate that 66% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 proficiency or higher to 75%.

G3.B9 The 2013 administration of the FCAT 2.0 Mathematics Test revealed an decrease of 9% in the percentage of students making learning gains in Mathematics. Student performances in Geometry and Measurement continue to be a concern at all grade levels. A lack of repeated opportunities for exposure and skill-development on specific mathematics benchmarks has hindered student progress in this area.

G3.B9.S1 Increase the number of opportunities for individual students to engage in meaningful instructional activities (including hands-on activities, reinforcement, practice and enrichment) focused on mathematics benchmarks and developing mastery of mathematics skills, with particular emphasis on geometry and measurement. Additionally, we will increase the number of opportunities for individual students to receive additional supports and differentiated instruction on specific mathematics benchmarks through tutorial programs.

PD Opportunity 1

Based on Baseline Assessment data, teachers will provide third grade students with additional instruction on operations, geometry and measurement (less than 2% of students proficient). Through PLCs, teachers will collaboratively examine student data and develop instructional plans that address identified needs.

Facilitator

PLC Leader

Participants

Teachers

Target Dates or Schedule

Beginning in October 2013

Evidence of Completion

Student work samples; classroom walkthroughs

PD Opportunity 2

Based on Baseline Assessment data, teachers will provide fourth grade students with additional instruction on Base Ten and Fractions (8% of students proficient), as well as geometry and measurement (7% of students proficient). Through PLCs, teachers will collaboratively examine student data and develop instructional plans that address identified needs.

Facilitator

PLC Leader

Participants

Teachers

Target Dates or Schedule

Beginning in October 2013

Evidence of Completion

Student work samples; classroom walkthroughs

PD Opportunity 3

Based on Baseline Assessment data, teachers will provide fifth grade students with additional instruction on geometry and measurement (2% of students proficient). Through PLCs, teachers will collaboratively examine student data and develop instructional plans that address identified needs.

Facilitator

PLC Leader

Participants

Teachers

Target Dates or Schedule

Beginning in October 2013

Evidence of Completion

Student work samples; classroom walkthroughs

PD Opportunity 4

Based on Baseline Assessment data, teachers will provide sixth and seventh grade students with additional instruction on probability and statistics (1% and 7% of students proficient, respectively). Through PLCs, teachers will collaboratively examine student data and develop instructional plans that address identified needs.

Facilitator

PLC Leaders/Department Chairperson

Participants

Teachers

Target Dates or Schedule

Beginning in October 2013

Evidence of Completion

Student work samples; classroom walkthroughs

PD Opportunity 5

Based on Baseline Assessment data, teachers will provide eighth grade students with additional instruction on algebraic expressions, equations, functions and algebraic representations of linear functions. Through PLCs, teachers will collaboratively examine student data and develop instructional plans that address identified needs.

Facilitator

Department Chairperson

Participants

Teachers

Target Dates or Schedule

Beginning in October 2013

Evidence of Completion

Student work samples; classroom walkthroughs

PD Opportunity 6

Teachers will provide meaningful hands-on activities designed to deepen students' understanding of targeted concepts and benchmarks. Differentiated instruction will be provided to ensure student mastery of concepts taught. Tutorial support in Mathematics will be made available to selected students.

Facilitator

PLC Leaders/Department Chairpersons

Participants

Teachers

Target Dates or Schedule

Beginning in August 2013 and ongoing thereafter

Evidence of Completion

Student work products and performances on classroom-based and Interim assessments.

G4. Based on the results of the 2013 Algebra EOC Examination, 68% of eligible students participated in the Algebra EOC. Our goal for the 2013-2014 school year will be to increase the participation rate by 3 percentage points to 71%.

G4.B1 Increasing the number of students participating in the Algebra course is a priority in terms of enhancing the rigor of the secondary mathematics program and high school preparation/acceleration efforts. Based on the results of the 2013 Algebra EOC Examination, 27% (14) of students demonstrated proficiency by scoring at Level 3. 100% (51) of students enrolled in the Algebra course scored at Level 3 or higher.

G4.B1.S1 Elementary and middle school math teachers will provide students with more rigorous instruction in mathematics as a means of preparing students for Algebra by middle school.

PD Opportunity 1

Students will be involved in rigorous mathematics instruction based on teacher reviews of student performance and assessment data, as well as the instructional implications of those data in terms of preparing students for success in Algebra. Based on student data, teachers will target specific benchmarks and skills necessary for student success in Algebra.

Facilitator

PLC Leaders, Assistant Principals

Participants

Principal, Assistant Principals, Math Teachers

Target Dates or Schedule

Monthly beginning in August 2013

Evidence of Completion

Student work samples and PLC minutes.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading Test indicate that 69% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 or higher proficiency to 76%.	\$4,100
G3.	Results from the 2013 FCAT 2.0 Mathematics Test indicate that 66% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 proficiency or higher to 75%.	\$2,500
Total		\$6,600

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
Title III Grant	\$1,600	\$0	\$1,600
EESAC	\$2,500	\$2,500	\$5,000
Total	\$4,100	\$2,500	\$6,600

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 69% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 or higher proficiency to 76%.

G1.B4 Results of the 2013 FCAT 2.0 Reading Test indicate that 41% of the ELL subgroup demonstrated proficiency by scoring at Level 3 or above in Reading. Our 2013-2014 goal will be for this AMO subgroup to demonstrate 66% proficiency.

G1.B4.S1 Develop and implement master schedules and tutorial programs that support the provision of targeted reading instruction to selected students, individually or in small groups, including the use of McGraw Hill Reading Wonders series, Teen Biz, Reading Plus, Successmaker, Accelerated Reader, and other technological tools.

Action Step 1

Students in need of targeted instruction and interventions will be provided with sufficient opportunities to access them through the development of comprehensive schedules, provision of tutorial supports, and strategic use of available time during the instructional day.

Resource Type

Personnel

Resource

Provision of tutors for after-school tutorial program

Funding Source

Title III Grant

Amount Needed

\$1,600

G1.B9 Results of the 2013 FCAT 2.0 Reading Test indicate that 69% of students in grades 3 through 8 made Learning Gains. During the 2013-2014 school year, we will increase the percentage of students making Learning Gains in Reading by 3%.

G1.B9.S1 Increase the number of opportunities for individual students to receive additional supports and differentiated instruction on specific reading benchmarks through tutorial programs. Ensure that students receive targeted reading instruction based on student assessment data.

Action Step 3

The results of the 2013 Baseline Assessment indicate that third and fourth grade students require additional instruction on the use of informational texts, reading application and the elements of literature (stories). Teachers will provide additional opportunities for students to identify and interact with the elements of story structure in a variety of texts.

Resource Type

Evidence-Based Program

Resource

Funding for tutorial support

Funding Source

EESAC

Amount Needed

\$2,500

G3. Results from the 2013 FCAT 2.0 Mathematics Test indicate that 66% of students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase the percentage of students achieving Level 3 proficiency or higher to 75%.

G3.B1 The 2013 AMO target for the Hispanic subgroup was 70% proficiency. Results of the 2013 FCAT 2.0 Mathematics Test indicate that 65% of this subgroup demonstrated proficiency by scoring at Level 3 or above in Mathematics. Our target for the 2013-2014 school year will be to have 73% of Hispanic students achieve a score of Level 3 or higher on the FCAT 2.0 Mathematics Test.

G3.B1.S1 Deliver mathematics instruction that targets identified areas of weakness based on student assessment data, and provide sufficient opportunities for intervention and additional supports to increase student understanding of mathematical concepts.

Action Step 1

Master schedules will be developed, and revised as appropriate, to ensure that there are sufficient opportunities provided during the instructional day for students to access necessary interventions in mathematics. Tutorial program, focused on assessed benchmarks and identified skill deficits, will be developed and implemented.

Resource Type

Personnel

Resource

Provision of tutors for after-school tutorial program

Funding Source

EESAC

Amount Needed

\$2,500