

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Somerset Academy Bay  
9500 SW 97TH AVE  
Miami, FL 33176  
305-274-0682

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### School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 12%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 83%

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### School Grades History

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<b>2013-14</b> A	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>
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### SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

Somerset Academy Bay

##### Principal

Andreina Figueroa - Saili Hernandez

##### School Advisory Council chair

Mileydi Perez-Grijalva

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

Name	Title
Saili Hernandez	Principal
Magaly Menendez	Lead Teacher
Mileydi Perez-Grijalva	Veteran Teacher
Marisabel Lopez-Perera	Veteran 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

1 Principal, 1 Educational Support Employee, 2 Teachers, 1 Student, 5 Parents, 1 Board of Director, 1 Business Community Rep.

#### Involvement of the SAC in the development of the SIP

The SAC will assist in the development of the school improvement plan to address the needs of the student population. As data is collected throughout the year, the committee will sit and review the information with administration and faculty in order to address student needs and possible interventions.

#### Activities of the SAC for the upcoming school year

The SAC will have at least 4 meetings throughout the school to address school needs and discuss student data (Baseline, Fall and Winter Interims, and Mock Assessments). Continuous work on the school improvement plan will be done in order to address student interventions as needed.

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

School improvement funds will be used to provide student interventions and incentives. Funds will support the need for intervention materials and personal (i.e. Voyager and SuccessMaker). Incentives will be provided to students as motivators for testing.

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators****# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Andreina Figueroa - Saili Hernandez**

Principal

Years as Administrator: 5

Years at Current School: 1

**Credentials**

Bachelor of Science-Elementary Education,  
 Florida International University;  
 Master of Science-Reading,  
 Florida International University;  
 Specialist-Educational Leadership K-12,  
 NovaSoutheasternUniversity;  
 State of Florida Professional Certificate-  
 Elementary Education (K-6),  
 Reading (K-12),  
 Educational Leadership (K-12),  
 English  
 Speakers of Other Languages (ESOL)  
 Endorsement

**Performance Record**

2013  
 School Grade: A  
 AMO Reading: N  
 AMO Math: N  
 High Standards Rdg.: 68%  
 High Standards Math: 75%  
 High Standards Science: 65%  
 High Standards Writing: 93%  
 Learning Gains Rdg.: 69%  
 Learning Gains Math: 75%  
 Lowest 25% Reading: 71%  
 Lowest 25% Math: 82%  
 2012  
 School Grade: A  
 AMO Reading: 72%  
 AMO Math: 76%  
 High Standards Rdg.: 68%  
 High Standards Math: 73%  
 High Standards Science: 65%  
 High Standards Writing: 93%  
 Learning Gains Rdg.: 70%  
 Learning Gains Math: 79%  
 Lowest 25% Reading: 70%  
 Lowest 25% Math: 82%  
 2011  
 School Grade: A  
 AMO Reading: 69%  
 AMO Math: 74%  
 High Standards Rdg.: 84%  
 High Standards Math: 87%

High Standards Science: 87%  
 High Standards Writing: 88%  
 Learning Gains Rdg.: 81%  
 Learning Gains Math: 80%  
 Lowest 25% Reading: 80%  
 Lowest 25% Math: 87%  
 2010  
 School Grade: A  
 High Standards Rdg.: 82%  
 High Standards Math: 83%  
 High Standards Science: 72%  
 High Standards Writing: 94%  
 Learning Gains Rdg.: 73%  
 Learning Gains Math: 66%  
 Lowest 25% Reading: 59%  
 Lowest 25% Math: 56%  
 2009  
 School Grade: A  
 High Standards Rdg.: 85%  
 High Standards Math: 88%  
 High Standards Science: 59%  
 High Standards Writing: 100%  
 Learning Gains Rdg.: 79%  
 Learning Gains Math: 70%  
 Lowest 25% Reading: 85%  
 Lowest 25% Math: 75%

### Classroom Teachers

#### # of classroom teachers

12

#### # receiving effective rating or higher

12, 100%

#### # Highly Qualified Teachers

0%

#### # certified in-field

12, 100%

#### # ESOL endorsed

6, 50%

#### # reading endorsed

1, 8%

#### # with advanced degrees

4, 33%

#### # National Board Certified

1, 8%



**# first-year teachers**

3, 25%

**# with 1-5 years of experience**

2, 17%

**# with 6-14 years of experience**

5, 42%

**# with 15 or more years of experience**

2, 17%

**Education Paraprofessionals****# of paraprofessionals**

6

**# Highly Qualified**

2, 33%

**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**

The Principal along with the Leadership Team will solicit referral from current employees. Visit college and universities campuses for job fairs. Our school will retain highly qualified teachers through year round professional developments to enhance meaningful pedagogical strategies, and on-going meetings with the Principal and Leadership Team to discuss future goals.

**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**

Somerset Academy Bay will partner new teachers with veteran teachers for support and modeling in the classroom. The mentor and mentee are meeting on the first Friday of each month in a professional learning community and will focus on classroom management, data driven classroom practice and planning with the end in mind. The mentor is given release time to observe the mentee. Time is given for feedback, modeling, and planning. Possible opportunities for professional development will be discuss.

Ms. Alban (new Kinder teacher) and Ms. Perez (new Kinder teacher) will be paired up with Mrs. Alfonso (veteran Kinder teacher) in order to receive guidance with the kindergarten curriculum, classroom management, and data dissemination for classroom instruction.

Ms. Nolan (new first grade teacher) will be paired with Mrs. Lopez-Perera (veteran first grade teacher) in order to receive guidance with the first grade curriculum, classroom management, and data dissemination for classroom instruction.

Mrs. Whitney (new charter school teacher) has been teaching for over 20 years in a private school setting. SHe will be paired up with Mrs. Aixala (veteran charter school teacher), in order to mentor through the curriculum set forth by the district, testing, and data dissemination.

**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**

In order to implement and monitor the SIP and MTSS the school follows a Response to Intervention Plan (Rtl) - core instruction/intervention (define the problem/analyze the problem and develop an intervention plan/implement the plan and monitor progress/evaluate the results.) Data is collected throughout the year through assessments, anecdotal records, and informal assessments. Based on those findings the teachers identify those students who meet the criteria for Tier 2 and Tier 3. Classroom teachers and classroom assistants aid in the interventions for students. In order to ensure that teachers and teacher assistants are prepared, The leadership team will foster the ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluation effectiveness of services.

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

Saili Hernandez – Principal – fosters a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation,

Magaly Menendez – Lead Teacher – provides information about core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups.

Marisabel Lopez-Perera – Testing Chair – also provides information about core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups, in addition to data from school-wide assessments

Mileydi Perez-Grijalva – EESAC Chair – also provides information about core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups.

The team will meet periodically to engage in the following activities: Evaluate data and correlate it to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students and their academic levels. Based on the above information, the team will identify professional development to enhance students' achievement levels. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The leadership team meetings will focus on monitoring and analyzing student data to maintain a problem solving system that brings out the best in our school, teachers, and our students. The team will provide data on: academic and social/emotional areas that need to be addressed; help set clear expectations for instruction, facilitate the development of a systematic approach to teaching; and aligned processes and procedures.

**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**

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), and Baseline Assessments.

Progress Monitoring: PMRN, FAIR, Interim Assessment Test, and Referral Behavioral Form (Somerset Bay Discipline Referral Form)

End of Year: PMRN and Interim Assessment Test

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

The leadership team will provide professional development through best practices during common teacher planning times, weekly grade level meetings, and monthly faculty meetings. In addition, teachers will be provided with added professional development to correspond with the subject area being taught in order to address the needs to small groups and individual students in their classrooms.

Classroom teachers will hold parent conferences with parents of those students identified through RtI process and explain the process to them.

### **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:** 1,800

Based on the data collected from Baseline Assessments, Interim Assessments, and weekly assessments, students will be identified and selected to participate in afterschool tutoring in core academic subjects. Conversations with those providing the tutoring will be held in order to analyze data on Interims and weekly assessments and determine whether or not the students are benefiting. In addition to tutoring enrichment programs will be offered afterschool in order to promote a well-rounded education. Those programs include, but are not limited to: Boys Scouts, Girl Scouts, flag football, soccer, Glee Club, and Chess Club.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Through the results of classroom formative and informative assessments as well as program participation attendance.

#### **Who is responsible for monitoring implementation of this strategy?**

Administration, Classroom Teachers, and Literacy Leadership Team

### **Literacy Leadership Team (LLT)**

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

Name	Title
Saili Hernandez	Principal
Magaly Menendez	Lead Teacher
Mileydi Perez-Grijalva	Teacher
Marisabel Lopez-Perera	Teacher

### How the school-based LLT functions

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

### Major initiatives of the LLT

Somerset Academy Bay's Literacy Team will strive to:

- Demonstrate a superior ability to foster excellence in education and contribute to continuous improvement of student learning and the school environment by providing knowledge of evidence-based literacy strategies and resources to all stakeholders.
- Desegregate, analyze, and utilize data to effectively monitor, maintain, and enrich school literacy performance.
- Actively coordinates and participates in continued professional development by facilitating training, supporting peer coaching, and partaking in lesson demonstrations throughout the year.
- Demonstrates leadership in building a school literacy culture through collegiality and collaboration.
- Create a learning environment that promotes literacy across curriculum and throughout all subject areas.
- Empower families and provide resources necessary to become active participants in the literacy development of our students.

Utilize community stakeholders to provide literacy opportunities and resources that enhance learning.

### Every Teacher Contributes to Reading Instruction

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

Teachers are given the opportunity to participate in professional development in order to introduce reading strategies across all subject areas. Periodic walkthroughs by the Leadership Team will be conducted in order to monitor implementation.

Mrs. Aixala, Mrs. Menendez, and Mrs. Whitney will make their contributions to the school's reading improvement as they use best practices to implement rigorous reading lessons for their students. Best practices will be shared in order to increase student achievement.

### **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**

Somerset Academy Bay has an in-house Pre-K 4 program. A large number of our future Kindergarten students would have attended this facility. This facilitates the transition process of students entering Kindergarten. Since the students are familiar with the school, its facilities as well as teachers. Somerset Academy Bay PreK- 4 provides a literacy infused curriculum which also prepares in-coming Kindergarteners. In-coming kindergarten students are assessed in order to see their strengths and areas of growth, including kindergarten readiness. Furthermore, the areas of social/emotional development are also assessed using this instrument. As a result, this data is released to their kindergarten teacher, who will use this information as a guide to plan his/her instruction. Data will be used to plan daily academic and social/emotional instruction for all students, as well as for groups of students or individual students who may need intervention beyond the core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social and emotional skills unidentified by screening data. Screening tools will be re-administered mid-year and at the end of the year to determine student learning gains in order to determine the need for changes to guide the instruction/intervention programs.

## 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				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	25%	33%
Students scoring at or above Achievement Level 4	64	30%	33%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	64	68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	64	67%	70%

### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	64	51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	64	29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	64	28%	35%

**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	20	58%	62%
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		59%		
American Indian				
Asian				
Black/African American		45%		
Hispanic		61%		
White		76%		
English language learners		47%		
Students with disabilities		31%		
Economically disadvantaged				

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	28%	36%
Students scoring at or above Achievement Level 4	64	26%	29%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	64	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	64	65%	69%

**Area 4: Science****Elementary School Science**



**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	26%	29%
Students scoring at or above Achievement Level 4	24	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			

**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)			3
Participation in STEM-related experiences provided for students			90%

**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	64	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	64	4%	3%
Students who are not proficient in reading by third grade	64	47%	42%
Students who receive two or more behavior referrals	64	15%	14%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	64	10%	9%

**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**

2013-2014 is the first school year that our school opens its doors to the community. Our goal will be to have 95% of parents attend activities provided by the school throughout the year.



**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of Parent Engagement activities offered			90%

## Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading Test indicates that 57% of district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 66 % when comparing to the District scores.
- G2.** The results of the 2013 FCAT Writing indicate that 58% of district students scored 3.5 and higher. Our goal for the 2013-2014 school year is to obtain at least a 4 percentage points increase to 62% for our student population when comparing to district res
- G3.** The result of the 2013 FCAT 2.0 Mathematics Test indicates that 59% of district students achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase our students' proficiency by 6 percentage point to 65% when comparing to Distri
- G4.** The result of the 2013 FCAT 2.0 Science test indicates that approximately 25% of district students achieved proficiency in the test administration. It is our goal to increase proficiency to at least 29% when comparing to the district scores.
- G5.** The goal is to increase opportunities for STEM applied learning by developing school wide programs that prepare students to participate in STEM courses in the future.
- G6.** Based on District data and the 2012 – 2013 school year, it is our goal to decrease all the percentages in each area of the EWS by at least 1%.
- G7.** 2013-2014 is the first school year that our school opens its doors to the community. Our goal will be to have 90% of parents attend activities provided by the school throughout the year.

## Goals Detail

**G1.** The results of the 2013 FCAT 2.0 Reading Test indicates that 57% of district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 66 % when comparing to the District scores.

### **Targets Supported**

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

### **Resources Available to Support the Goal**

- McGraw Hill Wonders Series, Reading Plus, and Voyager Intervention

### **Targeted Barriers to Achieving the Goal**

- Being that we are a new school, our data comes from the students' Baseline Assessment. The results indicate that our Asian, Black, Hispanic, White, and ED student population need assistance in the area of summarization and evaluation of text using a variety of resources.
- Being that we are a new school, our data comes from the students' Baseline Assessment. The results indicate that our ELL student population need assistance in the area of vocabulary and the use in context.
- Being that we are a new school, our data comes from the students' Baseline Assessment. The results indicate that our SWD students population need assistance in the area of identifying main idea and relevant details.
- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Reading FCAT 2.0 for students who achieved a Level 3 on the test administration. Therefore, based on district data it is our goal to increase the percentage from 25% to 33% by addressing all areas of Reading.
- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Reading FCAT 2.0 for students who achieved a Level 4 or higher on the test administration. Therefore, based on district data it is our goal to increase the percentage from 30% to 33% by addressing all areas of Reading.
- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Reading FCAT 2.0 for students to demonstrate Learning Gains on the test administration. Therefore, based on district data it is our goal to increase the percentage of Learning Gains in reading from 68% to 71% by addressing all areas of Reading.
- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Reading FCAT 2.0 for students to demonstrate Learning Gains of the Lowest 25% on the test administration. Therefore, based on district data it is our goal to increase the percentage of Learning Gains for the Lowest 25 % in Reading from 67% to 70% by addressing all areas of Reading.
- Being that we are a new school and the student population comes from private schools, there is no prior data for the administration of the 2013 CELLA assessment. Therefore, based on district data, we seek to increase the Listening and Speaking percentages from 51% to 56% by addressing the needs of our ELL students as indicated in the students' Baseline Assessments.
- Being that we are a new school and the student population comes from private schools, there is no prior data for the administration of the 2013 CELLA assessment. Therefore, based on district data, we seek to increase the Reading percentages from 29% to 36% by addressing the needs of our ELL students as indicated in the Baseline Assessments.
- Being that we are a new school and the student population comes from private schools, there is no prior data for the administration of the 2013 CELLA assessment. Therefore, based on district

data, we seek to increase the Writing percentages from 28% to 35% by addressing the needs of our ELL students as indicated in the students' Baseline Assessment.

### Plan to Monitor Progress Toward the Goal

#### Interim Assessments

**Person or Persons Responsible**

The LLT

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Interim Assessment Data and 2014 CELLA Administration

**G2.** The results of the 2013 FCAT Writing indicate that 58% of district students scored 3.5 and higher. Our goal for the 2013-2014 school year is to obtain at least a 4 percentage points increase to 62% for our student population when comparing to district res

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- McGraw Hill Series, Wordy Wise Workbooks, and Writer's Notebook

**Targeted Barriers to Achieving the Goal**

- According to the 2013 FCAT Writing administration results, an area of concern was the rigorous scoring process, which included higher expectations and increased attention to the correct use of standard English conventions. Students lack practice editing a final draft using the standard English language conventions.

### Plan to Monitor Progress Toward the Goal

#### Assessment Data

**Person or Persons Responsible**

MTSS/RTI and LLT

**Target Dates or Schedule:**

Bi-weekly / Monthly

**Evidence of Completion:**

Weekly Writing Samples, Pre/Post District Test Writing.

**G3.** The result of the 2013 FCAT 2.0 Mathematics Test indicates that 59% of district students achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase our students' proficiency by 6 percentage point to 65% when comparing to Distri

### **Targets Supported**

#### **Resources Available to Support the Goal**

- Go Math! Common Core, FCAT Explorer, and Gizmos

#### **Targeted Barriers to Achieving the Goal**

- Being that we are a new school, our data comes from the students' Mathematics Baseline Assessment. The results indicate that our Asian, Black, Hispanic, White, and ED student population need assistance in all areas of grade level mathematics.
- Being that we are a new school, our data comes from the students' Mathematics Baseline Assessment. The results indicate that our ELL student population need assistance in all areas go grade level mathematics.
- Being that we are a new school, our data comes from the students' Mathematics Baseline Assessment. The results indicate that our SWD student population need assistance in all the areas of grade level mathematics.
- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Mathematics FCAT 2.0 for students who achieved a Level 3 on the test administration. Therefore, based on district data it is our goal to increase the percentage from 28% to 36% by addressing all areas of Mathematics.
- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Mathematics FCAT 2.0 for students who achieved a Level 4 or higher on the test administration. Therefore, based on district data it is our goal to increase the percentage from 26% to 29% by addressing all areas of Mathematics.
- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Mathematics FCAT 2.0 for students to demonstrate Learning Gains on the test administration. Therefore, based on district data it is our goal to increase the percentage of Learning Gains in mathematics from 67% to 70% by addressing all areas of Mathematics.
- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Mathematics FCAT 2.0 for students to demonstrate Learning Gains of the Lowest 25% on the test administration. Therefore, based on district data it is our goal to increase the percentage of Learning Gains for the Lowest 25% in Mathematics from 65% to 69% by addressing all areas of Mathematics.

### **Plan to Monitor Progress Toward the Goal**

Report Cards, Interim Assessments, Chapter Tests

#### **Person or Persons Responsible**

Teachers and Administration

#### **Target Dates or Schedule:**

Quarterly

#### **Evidence of Completion:**

2014 Mathematics FCAT 2.0

**G4.** The result of the 2013 FCAT 2.0 Science test indicates that approximately 25% of district students achieved proficiency in the test administration. It is our goal to increase proficiency to at least 29% when comparing to the district scores.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Gizmos, Science Weekly Periodicals, Teacher-Led Labs

**Targeted Barriers to Achieving the Goal**

- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Science FCAT 2.0 for students to demonstrate those that achieved a Level 3. Therefore, based on district data, it is our goal to increase the percentage of students achieving a Level 3 from 26% to 29%.
- Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Science FCAT 2.0 for students to demonstrate those that achieved a Level 4 or higher. Therefore, based on district data, it is our goal to increase the percentage of students achieving a Level 4 or higher from 25% to 26%.

**Plan to Monitor Progress Toward the Goal**

Data and School Reports

**Person or Persons Responsible**

Teachers and Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

2014 Science FCAT 2.0

**G5.** The goal is to increase opportunities for STEM applied learning by developing school wide programs that prepare students to participate in STEM courses in the future.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Our students will benefit from supplemental instructional materials and technology programs that facilitate the application of science, mathematics, and technology skills.

**Targeted Barriers to Achieving the Goal**

- Based on the analysis of our school in-house survey, our teachers lack resources for background information of STEM scientific principles. There are limitations to the amount of experiences offered for students.
- Students lack of science-based knowledge can hinder the amount student participation in STEM based activities.

## Plan to Monitor Progress Toward the Goal

Interims, and Science Fairs

### Person or Persons Responsible

Teachers and Administration

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

FCAT 2.0 Science and Mathematics

**G6.** Based on District data and the 2012 – 2013 school year, it is our goal to decrease all the percentages in each area of the EWS by at least 1%.

### Targets Supported

- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Based on attendance data reports, the attendance rate may be increased or improved by communicating the importance of attendance and tardies to parents and the community. Parent workshops will be provided that will stress the importance of attendance and punctuality to parents and the community. Updated teacher websites will assist in communicating available informal parental workshops.

### Targeted Barriers to Achieving the Goal

- District students have missed 10% or more of instructional time to due arriving late to school, excessive absences, and students being dismissed before the end of the school day.
- Students that have retained in grades K-5, due to missed instructional time because of truancy or suspensions make up 4% of the districts population.
- District scores indicate that 47% of 3rd grade students are not proficient in reading due to academic issues and/or truancy.
- District scores indicates that 10% students have received one or more behavior referrals and are struggling in academics and/or have been suspended.

## Plan to Monitor Progress Toward the Goal

Review Attendance reports printed at the end of each quarter.

### Person or Persons Responsible

Teachers, Attendance Manager, and Administration

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Attendance reports and daily attendance bulletins

**G7.** 2013-2014 is the first school year that our school opens its doors to the community. Our goal will be to have 90% of parents attend activities provided by the school throughout the year.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- In order to meet our parent participation goal for school-wide activities, regular communications will be generated via telephone, teacher websites, and emails to the students' families. Guidance by SoBay PTO on school-wide functions will assist in the increase of parental involvement. Communication with parents will be ongoing provided through teacher and school websites (updated weekly), and written communication via the students to their parents. School Administration, Teachers, SoBay PTO will for monitoring.

**Targeted Barriers to Achieving the Goal**

- Depending on the time and location that an activity is planned, parents may be unable to attend/participate.

**Plan to Monitor Progress Toward the Goal**

Teacher Websites, Communication of Events and Activities

**Person or Persons Responsible**

Teachers, SoBay PTO, and Administration

**Target Dates or Schedule:**

On-Going

**Evidence of Completion:**

Teacher Website Viewing Counts and Attendance/Volunteer Logs



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results of the 2013 FCAT 2.0 Reading Test indicates that 57% of district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 66 % when comparing to the District scores.

**G1.B1** Being that we are a new school, our data comes from the students' Baseline Assessment. The results indicate that our Asian, Black, Hispanic, White, and ED student population need assistance in the area of summarization and evaluation of text using a variety of resources.

**G1.B1.S1** Teachers will implement teaching strategies in the delivery of instruction and lesson plans to provide assistance with identifying strategies to address the areas of summarization and text evaluation in fiction and nonfiction texts. Teachers will use additional resources and visuals to assist each of the student subgroups in mastering the Reading benchmark area.

### Action Step 1

Implementation of effective lesson plans with rigorous activities. The teacher will be responsible for implementing all resources, activities, and assessments in their classroom to increase student academic success.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

On-Going

#### Evidence of Completion

Utilize the FCIM, the LLT will schedule quarterly reviews of Interim assessments data along with monthly assessment data

#### Facilitator:

McGraw Hill Representative

#### Participants:

Teachers, the LLT, and Administration

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

Teachers will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success. Upon reviewing the data, necessary adjustments will be made to instructions.

#### **Person or Persons Responsible**

The Leadership Team and MTSS Team

#### **Target Dates or Schedule**

Monthly Basis (Data Review)

#### **Evidence of Completion**

District Interim Benchmark Assessments and FAIR Assessments

### **Plan to Monitor Effectiveness of G1.B1.S1**

Teachers and Leadership teams will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic success. Upon reviewing the data, necessary adjustments will be made to instruction.

#### **Person or Persons Responsible**

The LLT and MTSS team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

District Assessments and 2014 Reading FCAT 2.0

**G1.B2** Being that we are a new school, our data comes from the students' Baseline Assessment. The results indicate that our ELL student population need assistance in the area of vocabulary and the use in context.

**G1.B2.S1** Teachers will implements strategies to assist ELL students with attaining strategies necessary in order to increase student vocabulary and advanced words and meanings. Supplemental resources and visuals will be used to assist the process for the students.

### **Action Step 1**

mplementation of effective lesson plans and small group instruction will facilitate the ELL students' needs when addressing vocabulary, advanced words and their meanings.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

On-Going

#### **Evidence of Completion**

Lesson Plans and Student Weekly Assessments

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

Teachers are responsible for the implementation of all resources, activities and assessments to increase student academic success in vocabulary. Upon reviewing data, necessary adjustments will be made to instructions to work towards student success.

#### **Person or Persons Responsible**

The Leadership Team and MTSS Team

#### **Target Dates or Schedule**

Monthly (Data Review)

#### **Evidence of Completion**

District Quarterly Benchmark Assessments

## **Plan to Monitor Effectiveness of G1.B2.S1**

Teachers and the Leadership teams will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic achievement.

### **Person or Persons Responsible**

The LLT and MTSS Team

### **Target Dates or Schedule**

Monthly Data Review

### **Evidence of Completion**

District Quarterly Benchmark Assessments and 2014 FCAT 2.0 Assessment

**G1.B3** Being that we are a new school, our data comes from the students' Baseline Assessment. The results indicate that our SWD students population need assistance in the area of identifying main idea and relevant details.

**G1.B3.S1** Teachers will implement strategies to assist SWD students with attaining strategies necessary in order to increase student recognition of main ideas and relevant details in function and nonfiction texts. Supplemental resources and visuals will be used to assist the process for the students.

### **Action Step 1**

Teachers will implement strategies to assist SWD students with attaining strategies necessary in order to increase student recognition of main ideas and relevant details in function and nonfiction texts. Supplemental resources and visuals will be used to assist the process for the students.

### **Person or Persons Responsible**

Teachers and the LLT team

### **Target Dates or Schedule**

On-Going

### **Evidence of Completion**

Teacher Lesson Plans and Differentiated Instruction Groups

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

Teachers will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic success in recognition main ideas and relevant details in texts.

**Person or Persons Responsible**

Teachers and LLT Team

**Target Dates or Schedule**

On-Going

**Evidence of Completion**

Interim Assessments and Benchmark Assessments

### **Plan to Monitor Effectiveness of G1.B3.S1**

Teachers and the LLT will be responsible for monitoring the implementation of strategies and resources to assist SWD students with gaining the reading strategies necessary for identifying main idea and relevant details in texts.

**Person or Persons Responsible**

LLT and Administration

**Target Dates or Schedule**

On-Going

**Evidence of Completion**

Quarterly Interims and 2014 Reading FCAT 2.0

**G1.B4** Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Reading FCAT 2.0 for students who achieved a Level 3 on the test administration. Therefore, based on district data it is our goal to increase the percentage from 25% to 33% by addressing all areas of Reading.

**G1.B4.S1** The teachers will begin to infuse Common Core State Standards through the use of Exemplars of Reading Text to engage students in the level of complexity and quality that the Standards require all students in a given grade band. The FL Reading Wonders will be a resource for planning and delivering instruction. In addition, the implementation of Performance Tasks will engage students on the breadth of texts in which they will encounter in the text types required by the Standards

### **Action Step 1**

Utilizing the FCIM model, teachers will disseminate student data to address the areas of reading as needed. Students will be provided with rigorous lessons to facilitate the attainment of reading strategies.

#### **Person or Persons Responsible**

Teacher and LLT Team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Classroom Assessments and Quarterly Interims

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

Implementation of lesson plans, resources, and assessments.

#### **Person or Persons Responsible**

LLT Team and Administration

#### **Target Dates or Schedule**

On-Going

#### **Evidence of Completion**

Quarterly Interim Assessments and the 2014 Reading FCAT 2.0

## Plan to Monitor Effectiveness of G1.B4.S1

Implementation of resources and strategies to assist students with obtaining reading

### Person or Persons Responsible

LLT Team and Administration

### Target Dates or Schedule

On-Going

### Evidence of Completion

Quarterly Interims and 2014 Reading FCAT 2.0

**G1.B5** Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Reading FCAT 2.0 for students who achieved a Level 4 or higher on the test administration. Therefore, based on district data it is our goal to increase the percentage from 30% to 33% by addressing all areas of Reading.

**G1.B5.S1** Teachers will implement teaching strategies in the delivery of rigorous instruction and lesson plans to provide assistance with identifying strategies to address all areas of Reading. Teachers will use additional resources and visuals to assist each of the student subgroups in mastering the Reading benchmark area.

### Action Step 1

Teachers will implement teaching strategies in the delivery of rigorous instruction and lesson plans to provide assistance with identifying strategies to address all areas of Reading. Teachers will use additional resources and visuals to assist each of the student subgroups in mastering the Reading benchmark area.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

On-Going

### Evidence of Completion

District quarterly benchmark assessments & 2014 FCAT 2.0 Assessment

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

Teachers will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success. Upon reviewing the data, necessary adjustments will be made to instructions.

#### **Person or Persons Responsible**

The Leadership team and MTSS team

#### **Target Dates or Schedule**

The team will meet on a monthly basis to review data.

#### **Evidence of Completion**

District quarterly benchmark assessments and 2014 FCAT assessment.

### **Plan to Monitor Effectiveness of G1.B5.S1**

Teachers and Leadership teams will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic success. Upon reviewing the data, necessary adjustments will be made to instruction.

#### **Person or Persons Responsible**

The LLT team and the MTSS.

#### **Target Dates or Schedule**

The team will meet on a monthly basis to review data.

#### **Evidence of Completion**

District quarterly benchmark assessments and 2014 FCAT 2.0 Assessment.



**G1.B6** Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Reading FCAT 2.0 for students to demonstrate Learning Gains on the test administration. Therefore, based on district data it is our goal to increase the percentage of Learning Gains in reading from 68% to 71% by addressing all areas of Reading.

**G1.B6.S1** Teachers and the Leadership teams will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success. Upon reviewing the data, necessary adjustments will be made to instructions.

### **Action Step 1**

Implementation of effective lesson plans with rigorous activities. The teacher will be responsible for implementing all resources, activities, and assessments in their classroom to increase student academic success.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

On-Going

#### **Evidence of Completion**

Weekly Assessments and District Quarterly Benchmark Assessments

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

Teachers will be responsible for monitoring the implementation of all resources, activities and assessments to increase student academic success. Upon reviewing the data, necessary adjustments will be made to instructions.

#### **Person or Persons Responsible**

The Leadership and MTSS Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

District Quarterly Benchmark Assessments

**Plan to Monitor Effectiveness of G1.B6.S1**

Teachers and Leadership teams will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic success. Upon reviewing the data, necessary adjustments will be made to instruction.

**Person or Persons Responsible**

The LLT and MTSS Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

District Interims and FCAT 2.0 Reading Administration

**G1.B7** Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Reading FCAT 2.0 for students to demonstrate Learning Gains of the Lowest 25% on the test administration. Therefore, based on district data it is our goal to increase the percentage of Learning Gains for the Lowest 25 % in Reading from 67% to 70% by addressing all areas of Reading.

**G1.B7.S1** Teachers will implements strategies to assist the lowest 25% of students with attaining strategies necessary in order to increase student vocabulary and advanced words and meanings. Supplemental resources and visuals will be used to assist the process for the students.

**Action Step 1**

Implementation of effective lesson plans and small group instruction will facilitate the students' needs when addressing vocabulary, advanced words and their meanings.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

On-Going

**Evidence of Completion**

Lesson Plans and Student Weekly Assessments

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

Teachers are responsible for the implementation of all resources, activities and assessments to increase student academic success in vocabulary. Upon reviewing data, necessary adjustments will be made to instructions to work towards student success.

**Person or Persons Responsible**

The Leadership and MTSS Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

District Benchmark Assessment

### **Plan to Monitor Effectiveness of G1.B7.S1**

Teachers and the Leadership teams will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic achievement.

**Person or Persons Responsible**

The LLT and MTSS Team

**Target Dates or Schedule**

Quarterly (Data Review)

**Evidence of Completion**

District Quarterly Benchmark Assessments and 2014 FCAT 2.0 Assessment

**G1.B8** Being that we are a new school and the student population comes from private schools, there is no prior data for the administration of the 2013 CELLA assessment. Therefore, based on district data, we seek to increase the Listening and Speaking percentages from 51% to 56% by addressing the needs of our ELL students as indicated in the students' Baseline Assessments.

**G1.B8.S1** Teachers will implements strategies to assist ELL students with attaining strategies necessary in order to increase student scores in Listening/Speaking, Reading, and Writing areas of CELLA. Supplemental resources and visuals will be used to assist the process for the students.

### **Action Step 1**

Implementation of effective lesson plans and small group instruction will facilitate the ELL students' needs when addressing vocabulary, advanced words and their meanings, and the different areas of CELLA.

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

On-Going

#### **Evidence of Completion**

Lesson Plans and Student Weekly Assessments

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

Teachers are responsible for the implementation of all resources, activities and assessments to increase student academic success in vocabulary, and all areas of CELLA. Upon reviewing data, necessary adjustments will be made to instructions to work towards student success.

#### **Person or Persons Responsible**

Teachers, LLT and MTSS Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

District Assessments and Student Quarterly Grades

## Plan to Monitor Effectiveness of G1.B8.S1

Teachers and the Leadership teams will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic achievement.

### Person or Persons Responsible

LLT and MTSS Team

### Target Dates or Schedule

Quarterly`

### Evidence of Completion

Quarterly Interim Assessment and 2014 CELLA Administration

**G1.B9** Being that we are a new school and the student population comes from private schools, there is no prior data for the administration of the 2013 CELLA assessment. Therefore, based on district data, we seek to increase the Reading percentages from 29% to 36% by addressing the needs of our ELL students as indicated in the Baseline Assessments.

**G1.B9.S1** Teachers will implements strategies to assist ELL students with attaining strategies necessary in order to increase student scores in Listening/Speaking, Reading, and Writing areas of CELLA. Supplemental resources and visuals will be used to assist the process for the students.

### Action Step 1

Implementation of effective lesson plans and small group instruction will facilitate the ELL students' needs when addressing vocabulary, advanced words and their meanings, and the different areas of CELLA.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-Going

### Evidence of Completion

Lesson Plans and Student Weekly Assessments

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

Teachers are responsible for the implementation of all resources, activities and assessments to increase student academic success in vocabulary, and all areas of CELLA. Upon reviewing data, necessary adjustments will be made to instructions to work towards student success.

#### **Person or Persons Responsible**

Teachers, LLT and MTSS Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

District Assessments and Student Quarterly Grades

### **Plan to Monitor Effectiveness of G1.B9.S1**

Teachers and the Leadership teams will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic achievement.

#### **Person or Persons Responsible**

LLT and MTSS Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Quarterly Interim Assessment and 2014 CELLA Administration

**G1.B10** Being that we are a new school and the student population comes from private schools, there is no prior data for the administration of the 2013 CELLA assessment. Therefore, based on district data, we seek to increase the Writing percentages from 28% to 35% by addressing the needs of our ELL students as indicated in the students' Baseline Assessment.

**G1.B10.S1** Teachers will implement strategies to assist ELL students with attaining strategies necessary in order to increase student scores in Listening/Speaking, Reading, and Writing areas of CELLA. Supplemental resources and visuals will be used to assist the process for the students.

### **Action Step 1**

Implementation of effective lesson plans and small group instruction will facilitate the ELL students' needs when addressing vocabulary, advanced words and their meanings, and the different areas of CELLA.

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

On-Going

#### **Evidence of Completion**

Lesson Plans and Student Weekly Assessments

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

Teachers are responsible for the implementation of all resources, activities and assessments to increase student academic success in vocabulary, and all areas of CELLA. Upon reviewing data, necessary adjustments will be made to instructions to work towards student success.

#### **Person or Persons Responsible**

Teachers, LLT and MTSS Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

District Assessments and Student Quarterly Grades

## Plan to Monitor Effectiveness of G1.B10.S1

Teachers and the Leadership teams will be responsible for monitoring the implementation of all resources, activities, and assessments to increase student academic achievement.

### Person or Persons Responsible

LLT and MTSS Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Quarterly Interim Assessment and 2014 CELLA Administration

**G2.** The results of the 2013 FCAT Writing indicate that 58% of district students scored 3.5 and higher. Our goal for the 2013-2014 school year is to obtain at least a 4 percentage points increase to 62% for our student population when comparing to district res

**G2.B1** According to the 2013 FCAT Writing administration results, an area of concern was the rigorous scoring process, which included higher expectations and increased attention to the correct use of standard English conventions. Students lack practice editing a final draft using the standard English language conventions.

**G2.B1.S1** • Teachers will implement a rigorous grammar curriculum. • Grammar supplemental teaching materials will assist students with editing and correcting the use of standard English language conventions. • The classroom teacher will use weekly focus grammar lessons to guide writing instruction.

### Action Step 1

Weekly Focus Grammar Lessons

#### Person or Persons Responsible

Teachers and the LLT

#### Target Dates or Schedule

On-Going

#### Evidence of Completion

Monthly Writing Assessment

#### Facilitator:

Writing Master Teacher

#### Participants:

Teachers and the LLT



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

Monthly Writing Assessments

### **Person or Persons Responsible**

The LLT and Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

In-House Data Matrix

## **Plan to Monitor Effectiveness of G2.B1.S1**

Review Lesson Plans, and Monthly Writing Assessments

### **Person or Persons Responsible**

Teacher and LLT

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

In-House Data Matrix and Monthly Assessment Results

**G3.** The result of the 2013 FCAT 2.0 Mathematics Test indicates that 59% of district students achieved proficiency (Level 3). Our goal for the 2013-2014 school year is to increase our students' proficiency by 6 percentage point to 65% when comparing to Distri

**G3.B1** Being that we are a new school, our data comes from the students' Mathematics Baseline Assessment. The results indicate that our Asian, Black, Hispanic, White, and ED student population need assistance in all areas of grade level mathematics.

**G3.B1.S1** Teachers will implement required curriculum into core instruction as well as use differentiated instruction during Math lessons to meet the needs of all learners.

#### **Action Step 1**

Go Math! Curriculum

##### **Person or Persons Responsible**

Teacher

##### **Target Dates or Schedule**

On-Going

##### **Evidence of Completion**

Benchmark Mini-Assessments, Chapter Tests, and Differentiated Activities

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

Assist in implementation of program, and model lessons

##### **Person or Persons Responsible**

Math Coach

##### **Target Dates or Schedule**

Monthly

##### **Evidence of Completion**

Differentiated instruction charts, GO Math! On-Line Assessment Results

## Plan to Monitor Effectiveness of G3.B1.S1

Conduct Classroom Walk-Throughs

### Person or Persons Responsible

The LLT Team

### Target Dates or Schedule

On-Going

### Evidence of Completion

Observations, and Formal and Informal Assessment Data

**G3.B2** Being that we are a new school, our data comes from the students' Mathematics Baseline Assessment. The results indicate that our ELL student population need assistance in all areas go grade level mathematics.

**G3.B2.S1** Teachers will employ additional researched-based interventions with assistive technology programs which provide interactive, multitude of practice skills designed to develop students' basic mathematic skills in all grade level areas.

### Action Step 1

Utilizing the FCIM model, the grade level chair and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-Going

### Evidence of Completion

Lesson Plans, Weekly Assessments, and Data Reports

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

Utilizing the FCIM model, the grade level chair and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

#### **Person or Persons Responsible**

The LLT and MTSS Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Data Reports, Data Chats, and District Interim Assessments

### **Plan to Monitor Effectiveness of G3.B2.S1**

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

#### **Person or Persons Responsible**

The LLT and MTSS Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Interim Assessments and Mathematics 2014 FCAT 2.0

**G3.B3** Being that we are a new school, our data comes from the students' Mathematics Baseline Assessment. The results indicate that our SWD student population need assistance in all the areas of grade level mathematics.

**G3.B3.S1** Teachers will employ additional research-based interventions with assistive technology programs which provides interactive, voice instruction and practice programs with alternative approaches to math concepts.

### **Action Step 1**

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

On-Going

#### **Evidence of Completion**

Lesson Plans, Weekly Assessments, and Data Reports

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

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

#### **Person or Persons Responsible**

The LLT and MTSS Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Data Reports; Data Chats; District Interim Assessments

**Plan to Monitor Effectiveness of G3.B3.S1**

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

**Person or Persons Responsible**

The LLT and MTSS Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Assessments and Mathematics 2014 FCAT 2.0

**G3.B4** Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Mathematics FCAT 2.0 for students who achieved a Level 3 on the test administration. Therefore, based on district data it is our goal to increase the percentage from 28% to 36% by addressing all areas of Mathematics.

**G3.B4.S1** Teachers will provide contexts for mathematical exploration and the development of students understanding in all areas of mathematics through the use of manipulatives and engaging opportunities for practice.

**Action Step 1**

Utilizing the FCIM model, the grade level chair and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

On-Going

**Evidence of Completion**

Lesson Plans, Weekly Assessments, and Data Reports

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

Utilizing the FCIM model, the grade level chair and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed.

**Person or Persons Responsible**

The LLT and MTSS Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data Reports, Data Chats, and District Interim Assessments

### **Plan to Monitor Effectiveness of G3.B4.S1**

Utilizing the FCIM model, the grade level chair and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed.

**Person or Persons Responsible**

The LLT and MTSS Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Assessments and Mathematics 2014 FCAT 2.0

**G3.B5** Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Mathematics FCAT 2.0 for students who achieved a Level 4 or higher on the test administration. Therefore, based on district data it is our goal to increase the percentage from 26% to 29% by addressing all areas of Mathematics.

**G3.B5.S1** Teachers will provide an opportunity for students to engage in mathematical discourse and problem solving activities through the use of cooperative learning groups in order to provide enrichment.

### **Action Step 1**

MTSS team will review intervention data reports biweekly and make recommendations based on needs assessment. Utilizing the FCIM model, the Math Coach and grade level chairs will disseminate classroom assessment data on a monthly basis and adjust instruction as needed.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

On-Going

#### **Evidence of Completion**

Lesson Plans, Weekly Assessments, and Data Reports

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

MTSS team will review intervention data reports biweekly and make recommendations based on needs assessment. Utilizing the FCIM model, the Math Coach and grade level chairs will disseminate classroom assessment data on a monthly basis and adjust instruction as needed.

#### **Person or Persons Responsible**

The LLT and MTSS Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Data Reports, Data Chats, and District Interim Assessments



**Plan to Monitor Effectiveness of G3.B5.S1**

MTSS team will review intervention data reports biweekly and make recommendations based on needs assessment. Utilizing the FCIM model, the Math Coach and grade level chairs will disseminate classroom assessment data on a monthly basis and adjust instruction as needed.

**Person or Persons Responsible**

The LLT and MTSS Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Assessments and Mathematics 2014 FCAT 2.0

**G3.B6** Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Mathematics FCAT 2.0 for students to demonstrate Learning Gains on the test administration. Therefore, based on district data it is our goal to increase the percentage of Learning Gains in mathematics from 67% to 70% by addressing all areas of Mathematics.

**G3.B6.S1** Teachers will employ additional researched-based interventions with assistive technology programs which provides interactive, voiced instruction and practice providing alternative approaches to math concepts.

**Action Step 1**

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

On-Going

**Evidence of Completion**

Lesson Plans, Weekly Assessments, and Data Reports

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

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed.

#### **Person or Persons Responsible**

The LLT and MTSS Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Data Reports; Data Chats; District Interim Assessments

### **Plan to Monitor Effectiveness of G3.B6.S1**

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed.

#### **Person or Persons Responsible**

The LLT and MTSS Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Interim Assessments and Mathematics 2014 FCAT

**G3.B7** Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Mathematics FCAT 2.0 for students to demonstrate Learning Gains of the Lowest 25% on the test administration. Therefore, based on district data it is our goal to increase the percentage of Learning Gains for the Lowest 25% in Mathematics from 65% to 69% by addressing all areas of Mathematics.

**G3.B7.S1** Teachers will employ additional researched-based interventions with assistive technology programs which provide interactive, multitude of practice skills designed to develop students' basic mathematic skills in all grade level areas.

### **Action Step 1**

Utilizing the FCIM model, the grade level chair and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

#### **Person or Persons Responsible**

Teachers and the LLT Team

#### **Target Dates or Schedule**

On-Going

#### **Evidence of Completion**

Lesson Plans, Weekly Assessments, and Data Reports

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

Utilizing the FCIM model, the grade level chair and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

#### **Person or Persons Responsible**

The LLT and MTSS Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Data Reports, Data Chats, and District Interim Assessments

**Plan to Monitor Effectiveness of G3.B7.S1**

Utilizing the FCIM model, the grade level chairs and leadership team will disseminate and analyze classroom assessment data and instructional technology reports on a monthly basis to adjust instruction as needed. MTSS/RTI team will review instructional technology data biweekly and make recommendations based on needs assessment.

**Person or Persons Responsible**

The LLT and MTSS Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Assessments and Mathematics 2014 FCAT 2.0

**G4.** The result of the 2013 FCAT 2.0 Science test indicates that approximately 25% of district students achieved proficiency in the test administration. It is our goal to increase proficiency to at least 29% when comparing to the district scores.

**G4.B1** Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Science FCAT 2.0 for students to demonstrate those that achieved a Level 3. Therefore, based on district data, it is our goal to increase the percentage of students achieving a Level 3 from 26% to 29%.

**G4.B1.S1** Provide inquiry based, hands-on laboratory activities incorporating the nature of science and the process of doing science for students. In which, teachers allow students to make connections to real-life experiences, and explain in writing about their results and experiences. Teachers will engage students in the participation of school-wide monthly science projects, and Annual Science Fairs. Students will be encouraged and motivated by having the opportunity towards being featured as the school's Scientist of the Month.

**Action Step 1**

Implement Science Weekly Science Labs, and Exposure to On-Line Resources.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

On-Going

**Evidence of Completion**

Lab Reports, and Formal and Informal Assessments

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

Classroom Walk-Throughs, Scientist of the Month Activities, and Lesson Modeling

#### **Person or Persons Responsible**

Science Coach

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim Assessments, and Formal and Informal Assessments

### **Plan to Monitor Effectiveness of G4.B1.S1**

Classroom Walk-Throughs, and Data Chats

#### **Person or Persons Responsible**

The LLT

#### **Target Dates or Schedule**

On-Going

#### **Evidence of Completion**

Interim Assessments

**G4.B2** Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Science FCAT 2.0 for students to demonstrate those that achieved a Level 4 or higher. Therefore, based on district data, it is our goal to increase the percentage of students achieving a Level 4 or higher from 25% to 26%.

**G4.B2.S1** Provide inquiry based, hands-on laboratory activities incorporating the nature of science and the process of doing science for students. In which, teachers allow students to make connections to real-life experiences, and explain in writing about their results and experiences. Teachers will engage students in the participation of school-wide monthly science projects, and Annual Science Fairs. Students will be encouraged and motivated by having the opportunity towards being featured as the school's Scientist of the Month.

### **Action Step 1**

Implement Science Weekly Science Labs, and Exposure to On-Line Resources.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

On-Going

#### **Evidence of Completion**

Lab Reports; Formal and Informal Assessments

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

Classroom Walk-Throughs, Scientist of the Month Activities, and Lesson Modeling

#### **Person or Persons Responsible**

Science Coach

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interims Assessments; Formal and Informal Assessments

## Plan to Monitor Effectiveness of G4.B2.S1

Classroom Walk-Throughs and Data Chats

### Person or Persons Responsible

The LLT

### Target Dates or Schedule

On-Going

### Evidence of Completion

Interim Assessments

**G5.** The goal is to increase opportunities for STEM applied learning by developing school wide programs that prepare students to participate in STEM courses in the future.

**G5.B1** Based on the analysis of our school in-house survey, our teachers lack resources for background information of STEM scientific principles. There are limitations to the amount of experiences offered for students.

**G5.B1.S1** Following the FCIM model, school administration, along with technology and Science Committees, will monitor participation in weekly science labs, and monthly mini-science fair experiments

### Action Step 1

Teachers will utilize technology programs to supplement science instruction.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-Going

### Evidence of Completion

Reports of technology programs usage, and formal and informal assessments.

### Facilitator:

District/Sponsor STEM scientific principles trainings.

### Participants:

Teachers

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

Model Lessons, Provide Feedback and Support

**Person or Persons Responsible**

Science Coach

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Science labs and Science Fair mock experiments, and Interim Assessments

### Plan to Monitor Effectiveness of G5.B1.S1

Classroom Observations, and Data Chats

**Person or Persons Responsible**

Science Coach and the LLT

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Quarterly/Monthly Science Projects, and 2014 FCAT Science 2.0

**G5.B2** Students lack of science-based knowledge can hinder the amount student participation in STEM based activities.

**G5.B2.S1** Teachers will infuse the Science program with weekly in-class labs that incorporate rigorous, interactive science concepts and scaffolds instruction reinforcing essential prior knowledge required to make concept connections.

**Action Step 1**

The distribution of Science Fair resources will be provided and distributed to students and parents with the expectations to increase student participation during the Science Fair

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Yearly

**Evidence of Completion**

Completion of Science Fair Projects (participation)



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

Science Fair Project timeline is provided to students and parents in order to facilitate and encourage student participation (setting goals along the timeline).

#### **Person or Persons Responsible**

Teachers and Science Coach

#### **Target Dates or Schedule**

Yearly

#### **Evidence of Completion**

Execution and Submission of items as detailed in the Science Fair project Timeline.

### **Plan to Monitor Effectiveness of G5.B2.S1**

Science Fair Project timeline is provided to students and parents in order to facilitate and encourage student participation (setting goals along the timeline).

#### **Person or Persons Responsible**

Teachers and Science Coach

#### **Target Dates or Schedule**

Yearly

#### **Evidence of Completion**

Science Fair Participation and Completed Projects

**G6.** Based on District data and the 2012 – 2013 school year, it is our goal to decrease all the percentages in each area of the EWS by at least 1%.

**G6.B1** District students have missed 10% or more of instructional time to due arriving late to school, excessive absences, and students being dismissed before the end of the school day.

**G6.B1.S1** Parent workshops will be provided that will stress the importance of attendance and punctuality to parents and the community. Updated teacher websites will assist in communicating available informal parental workshops.

**Action Step 1**

Teacher Websites, and Volunteer Logs

**Person or Persons Responsible**

Teachers, SoBay PTO, and Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Teacher Website Viewing Count, and Volunteer/Attendance Logs

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

Teacher Websites and Parent Logs

**Person or Persons Responsible**

Teachers, SoBay PTO, and Adminsitration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Teacher Website Viewing Counts and Attendance/Volunteer Logs

## Plan to Monitor Effectiveness of G6.B1.S1

Parent Workshops and Teacher Websites

### Person or Persons Responsible

Teachers and Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Activity/Event Attendance Logs, and Teacher Website Viewing Counts

**G6.B2** Students that have retained in grades K-5, due to missed instructional time because of truancy or suspensions make up 4% of the districts population.

**G6.B2.S1** Teacher-Parent Conference discussing the importance of attendance, discussing the in depth importance of attendance procedures and student expected behaviors during Open House; sending parents a copy of the Student/Parent Somerset Academy Bay Handbook where it discusses in detail the importance of attendance, truancy, student behavior, and achievement.

### Action Step 1

Updated Attendance (daily) in Electronic Gradebook; open communication with parents in regards to student behavior.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Daily

### Evidence of Completion

Attendance Reports and Parent Communication Logs

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

Updated attendance that is uploaded to the online gradebook via Attendance Services.

**Person or Persons Responsible**

Attendance Manager and Classroom Teacher

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Daily Attendance Bulletins verified by teachers and Attendance Manager.

### **Plan to Monitor Effectiveness of G6.B2.S1**

Review of Attendance Reports and Parent Contact Logs

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Attendance Bulletins and Contact Logs

**G6.B3** District scores indicate that 47% of 3rd grade students are not proficient in reading due to academic issues and/or truancy.

**G6.B3.S1** Teacher-Parent Conference discussing the importance of attendance, discussing the in depth importance of attendance procedures and student expected behaviors during Open House; sending parents a copy of the Student/Parent Somerset Academy Bay Handbook where it discusses in detail the importance of attendance, truancy, student behavior, and achievement.

**Action Step 1**

Updated Attendance (daily) in Electronic Gradebook; open communication with parents in regards to student behavior

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Attendance Reports and Parent Communication Logs

**Plan to Monitor Fidelity of Implementation of G6.B3.S1**

Updated attendance that is uploaded to the online gradebook via Attendance Services.

**Person or Persons Responsible**

Attendance Manager and Classroom Teacher

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Daily Attendance Bulletins verified by teachers and Attendance Manager.

## Plan to Monitor Effectiveness of G6.B3.S1

Review of Attendance Reports and Parent Contact Logs

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Attendance Bulletins and Contact Logs

**G6.B4** District scores indicates that 10% students have received one or more behavior referrals and are struggling in academics and/or have been suspended.

**G6.B4.S1** Teacher-Parent Conference discussing the importance of student behavior and consequences. Topics are discussed with parents during Orientation and with students during the first week of school. Both students and parents will receive a copy of the Student/Parent Somerset Academy Bay Handbook, where these topics are discussed in depth.

### Action Step 1

Student Anecdotal and Parent Contact Logs

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-Going

### Evidence of Completion

Student Anecdotal and Parent Contact Logs

## Plan to Monitor Fidelity of Implementation of G6.B4.S1

The completion of Student Anecdotal and Parent Contact Logs

### Person or Persons Responsible

The Leadership and RtI teams

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Student Anecdotal and Parent Contact Logs

## Plan to Monitor Effectiveness of G6.B4.S1

Student Anecdotal and Parent Contact Logs

### Person or Persons Responsible

Administration and RtI Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Student Anecdotal and Parent Contact Log

**G7.** 2013-2014 is the first school year that our school opens its doors to the community. Our goal will be to have 90% of parents attend activities provided by the school throughout the year.

**G7.B1** Depending on the time and location that an activity is planned, parents may be unable to attend/participate.

**G7.B1.S1** The school will provide a variety of opportunities for parents to attend/participate. For example: day time, evening and weekend activities, fieldtrips, and other events.

### Action Step 1

Teachers will share information regarding participation/volunteering opportunities as well as monitor parental participation.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-Going

### Evidence of Completion

Volunteer Logs

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

Parent Meetings and School Family Nights,

**Person or Persons Responsible**

SoBay PTO and Administration

**Target Dates or Schedule**

On-Going

**Evidence of Completion**

Volunteer and Event/Activity Logs

### **Plan to Monitor Effectiveness of G7.B1.S1**

Parent Involvement in School Activities, and Events

**Person or Persons Responsible**

Teachers, SoBay PTO, and Administration

**Target Dates or Schedule**

On-Going

**Evidence of Completion**

Attendance and Volunteer Logs



## 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 indicates that 57% of district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 66 % when comparing to the District scores.

**G1.B1** Being that we are a new school, our data comes from the students' Baseline Assessment. The results indicate that our Asian, Black, Hispanic, White, and ED student population need assistance in the area of summarization and evaluation of text using a variety of resources.

**G1.B1.S1** Teachers will implement teaching strategies in the delivery of instruction and lesson plans to provide assistance with identifying strategies to address the areas of summarization and text evaluation in fiction and nonfiction texts. Teachers will use additional resources and visuals to assist each of the student subgroups in mastering the Reading benchmark area.

### PD Opportunity 1

Implementation of effective lesson plans with rigorous activities. The teacher will be responsible for implementing all resources, activities, and assessments in their classroom to increase student academic success.

#### Facilitator

McGraw Hill Representative

#### Participants

Teachers, the LLT, and Administration

#### Target Dates or Schedule

On-Going

#### Evidence of Completion

Utilize the FCIM, the LLT will schedule quarterly reviews of Interim assessments data along with monthly assessment data

**G2.** The results of the 2013 FCAT Writing indicate that 58% of district students scored 3.5 and higher. Our goal for the 2013-2014 school year is to obtain at least a 4 percentage points increase to 62% for our student population when comparing to district res

**G2.B1** According to the 2013 FCAT Writing administration results, an area of concern was the rigorous scoring process, which included higher expectations and increased attention to the correct use of standard English conventions. Students lack practice editing a final draft using the standard English language conventions.

**G2.B1.S1** • Teachers will implement a rigorous grammar curriculum. • Grammar supplemental teaching materials will assist students with editing and correcting the use of standard English language conventions. • The classroom teacher will use weekly focus grammar lessons to guide writing instruction.

### **PD Opportunity 1**

Weekly Focus Grammar Lessons

#### **Facilitator**

Writing Master Teacher

#### **Participants**

Teachers and the LLT

#### **Target Dates or Schedule**

On-Going

#### **Evidence of Completion**

Monthly Writing Assessment

**G5.** The goal is to increase opportunities for STEM applied learning by developing school wide programs that prepare students to participate in STEM courses in the future.

**G5.B1** Based on the analysis of our school in-house survey, our teachers lack resources for background information of STEM scientific principles. There are limitations to the amount of experiences offered for students.

**G5.B1.S1** Following the FCIM model, school administration, along with technology and Science Committees, will monitor participation in weekly science labs, and monthly mini-science fair experiments

### **PD Opportunity 1**

Teachers will utilize technology programs to supplement science instruction.

#### **Facilitator**

District/Sponsor STEM scientific principles trainings.

#### **Participants**

Teachers

#### **Target Dates or Schedule**

On-Going

#### **Evidence of Completion**

Reports of technology programs usage, and formal and informal assessments.

## 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 indicates that 57% of district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 66 % when comparing to the District scores.	\$25,422
G4.	The result of the 2013 FCAT 2.0 Science test indicates that approximately 25% of district students achieved proficiency in the test administration. It is our goal to increase proficiency to at least 29% when comparing to the district scores.	\$967
G5.	The goal is to increase opportunities for STEM applied learning by developing school wide programs that prepare students to participate in STEM courses in the future.	\$500
G6.	Based on District data and the 2012 – 2013 school year, it is our goal to decrease all the percentages in each area of the EWS by at least 1%.	\$300
Total		\$27,189

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Other	Total
Operational	\$25,422	\$1,467	\$300	\$27,189
Total	\$25,422	\$1,467	\$300	\$27,189

### 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 indicates that 57% of district students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 9 percentage points to 66 % when comparing to the District scores.

**G1.B1** Being that we are a new school, our data comes from the students' Baseline Assessment. The results indicate that our Asian, Black, Hispanic, White, and ED student population need assistance in the area of summarization and evaluation of text using a variety of resources.

**G1.B1.S1** Teachers will implement teaching strategies in the delivery of instruction and lesson plans to provide assistance with identifying strategies to address the areas of summarization and text evaluation in fiction and nonfiction texts. Teachers will use additional resources and visuals to assist each of the student subgroups in mastering the Reading benchmark area.

### **Action Step 1**

Implementation of effective lesson plans with rigorous activities. The teacher will be responsible for implementing all resources, activities, and assessments in their classroom to increase student academic success.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

McGraw Hill Reading Series

#### **Funding Source**

Operational

#### **Amount Needed**

\$25,422

**G4.** The result of the 2013 FCAT 2.0 Science test indicates that approximately 25% of district students achieved proficiency in the test administration. It is our goal to increase proficiency to at least 29% when comparing to the district scores.

**G4.B1** Being that we are a new school and the student population comes from private schools, there is no prior data of the 2013 Science FCAT 2.0 for students to demonstrate those that achieved a Level 3. Therefore, based on district data, it is our goal to increase the percentage of students achieving a Level 3 from 26% to 29%.

**G4.B1.S1** Provide inquiry based, hands-on laboratory activities incorporating the nature of science and the process of doing science for students. In which, teachers allow students to make connections to real-life experiences, and explain in writing about their results and experiences. Teachers will engage students in the participation of school-wide monthly science projects, and Annual Science Fairs. Students will be encouraged and motivated by having the opportunity towards being featured as the school's Scientist of the Month.

### **Action Step 1**

Implement Science Weekly Science Labs, and Exposure to On-Line Resources.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Science Weekly Periodicals

#### **Funding Source**

Operational

#### **Amount Needed**

\$967

**G5.** The goal is to increase opportunities for STEM applied learning by developing school wide programs that prepare students to participate in STEM courses in the future.

**G5.B1** Based on the analysis of our school in-house survey, our teachers lack resources for background information of STEM scientific principles. There are limitations to the amount of experiences offered for students.

**G5.B1.S1** Following the FCIM model, school administration, along with technology and Science Committees, will monitor participation in weekly science labs, and monthly mini-science fair experiments

### **Action Step 1**

Teachers will utilize technology programs to supplement science instruction.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Photo Copy Paper to make student packets for Science Fair procedures and steps, along with a resource guide.

#### **Funding Source**

Operational

#### **Amount Needed**

\$500

**G6.** Based on District data and the 2012 – 2013 school year, it is our goal to decrease all the percentages in each area of the EWS by at least 1%.

**G6.B1** District students have missed 10% or more of instructional time to due arriving late to school, excessive absences, and students being dismissed before the end of the school day.

**G6.B1.S1** Parent workshops will be provided that will stress the importance of attendance and punctuality to parents and the community. Updated teacher websites will assist in communicating available informal parental workshops.

**Action Step 1**

Teacher Websites, and Volunteer Logs

**Resource Type**

Other

**Resource**

Copy paper to send out notifications to parents about school events, school calendars, and on-going attendance/volunteer logs.

**Funding Source**

Operational

**Amount Needed**

\$300