



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Key Biscayne K 8 Center
150 W MCINTYRE ST
Key Biscayne, FL 33149
305-361-5418
<http://keybiscayne.dadeschools.net>

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
6%

Alternative/ESE Center
No

Charter School
No

Minority Rate
80%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	20
Goals Summary	26
Goals Detail	26
Action Plan for Improvement	35
Part III: Coordination and Integration	71
Appendix 1: Professional Development Plan to Support Goals	72
Appendix 2: Budget to Support Goals	76

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Key Biscayne K 8 Center

Principal

Silvia Tarafa

School Advisory Council chair

Sandra Manzieri

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

Name	Title
Ms. Silvia Tarafa	Principal
Dr. Blanca Herrera-Torres	Assistant Princial
Ms. Sharlesque Hill	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The membership of the EESAC is as follows: principal -1, UTD steward – 1, teachers – 5+ 1 alternate, parents – 4+1alternate, educational support-1+1 alternate, student – 2+ 1 alternate, Business/Community Representative – 3

Involvement of the SAC in the development of the SIP

Provided feedback about current improvement strategies being implemented this year and made suggestions for the 2013-2014 school year

Activities of the SAC for the upcoming school year

- Monitor the implementation of the School Improvement Plan (SIP)
- Work in conjunction with the Parent/Teacher Association (PTA) to support the school's technology needs

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

Accelerated Reader Program, \$5,400.00

Books for the Media Center \$1,200.00

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

In Compliance

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

N/A

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Silvia Tarafa

Principal

Years as Administrator: 8

Years at Current School: 7

Credentials

Bachelors of Science in
Political Science, Master of
Science Elementary Education, Specialist in Administration,
Certification in Elementary Education, Leadership and ESOL
endorsement

Performance Record

2013 – School Grade – A
Rdg. Proficiency, 84%
Math Proficiency, 85%
Rdg. Lrg. Gains, 81%
Math Lrg. Gains, 76%
Rdg. Imp. of lowest, 91%
Math Imp. of lowest, 75%
Rdg. AMO – No
Math AMO– Yes
2012 – School Grade –A
Rdg. Proficiency, 84%
Math Proficiency, 87%
Rdg. Lrg. Gains, 83%
Math Lrg. Gains, 87%
Rdg. Imp. of lowest, 86%
Math Imp. of lowest, 84%
Rdg. AMO –Yes
Math AMO–Yes
2011 School Grade –A
Rdg. Proficiency, 93%
Math Proficiency, 87%
Rdg. Lrg. Gains, 75%
Math Lrg. Gains, 74%
Rdg. Imp. of lowest, 80%
Math Imp. of lowest, 73%
Rdg. AMO – N/A
Math AMO– N/A
2010 – School Grade –A
Rdg. Proficiency, 92%
Math Proficiency, 88%
Rdg. Lrg. Gains, 75%
Math Lrg. Gains, 78%
Rdg. Imp. of lowest, 77%
Math Imp. of lowest, 71%
Rdg. AMO – N/A
Math AMO– N/A
2009 - School Grade – A
Rdg. Proficiency, 92%
Math Proficiency, 89%
Rdg. Lrg. Gains, 77%
Math Lrg. Gains, 79%
Rdg. Imp. of lowest, 78%

Math Imp. of lowest, 74%
Rdg. AMO – N/A
Math AMO– N/A

Blanca Herrera-Torres

Asst Principal

Years as Administrator: 17

Years at Current School: 15

Credentials

Bachelors of Science in Education, Masters of Science in Education,
 Specialist in Education, Doctorate in Education, Certification in Early Childhood, Elementary Education, Educational Leadership, and
 ESOL endorsement

Performance Record

2013 – School Grade – A
 Rdg. Proficiency, 84%
 Math Proficiency, 85%
 Rdg. Lrg. Gains, 81%
 Math Lrg. Gains, 76%
 Rdg. Imp. of lowest, 91%
 Math Imp. of lowest, 75%
 Rdg. AMO – No
 Math AMO– Yes
 2012 – School Grade –A
 Rdg. Proficiency, 84%
 Math Proficiency, 87%
 Rdg. Lrg. Gains, 83%
 Math Lrg. Gains, 87%
 Rdg. Imp. of lowest, 86%
 Math Imp. of lowest, 84%
 Rdg. AMO –Yes
 Math AMO–Yes
 2011 School Grade –A
 Rdg. Proficiency, 93%
 Math Proficiency, 87%
 Rdg. Lrg. Gains, 75%
 Math Lrg. Gains, 74%
 Rdg. Imp. of lowest, 80%
 Math Imp. of lowest, 73%
 Rdg. AMO – N/A
 Math AMO– N/A
 2010 – School Grade –A
 Rdg. Proficiency, 92%
 Math Proficiency, 88%
 Rdg. Lrg. Gains, 75%
 Math Lrg. Gains, 78%
 Rdg. Imp. of lowest, 77%
 Math Imp. of lowest, 71%
 Rdg. AMO – N/A
 Math AMO– N/A
 2009 - School Grade – A
 Rdg. Proficiency, 92%
 Math Proficiency, 89%
 Rdg. Lrg. Gains, 77%
 Math Lrg. Gains, 79%

Rdg. Imp. of lowest, 78%
Math Imp. of lowest, 74%
Rdg. AMO – N/A
Math AMO– N/A

Sharlesque Hill

Asst Principal

Years as Administrator: 7

Years at Current School: 7

Credentials

Bachelors of Arts English Education, Masters of Science Educational Leadership, Certification in English Grades 6-12, and Educational Leadership

Performance Record

2013 – School Grade – A
 Rdg. Proficiency, 84%
 Math Proficiency, 85%
 Rdg. Lrg. Gains, 81%
 Math Lrg. Gains, 76%
 Rdg. Imp. of lowest, 91%
 Math Imp. of lowest, 75%
 Rdg. AMO – No
 Math AMO– Yes

2012 – School Grade –A
 Rdg. Proficiency, 84%
 Math Proficiency, 87%
 Rdg. Lrg. Gains, 83%
 Math Lrg. Gains, 87%
 Rdg. Imp. of lowest, 86%
 Math Imp. of lowest, 84%
 Rdg. AMO –Yes
 Math AMO–Yes

2011 School Grade –A
 Rdg. Proficiency, 93%
 Math Proficiency, 87%
 Rdg. Lrg. Gains, 75%
 Math Lrg. Gains, 74%
 Rdg. Imp. of lowest, 80%
 Math Imp. of lowest, 73%
 Rdg. AMO – N/A
 Math AMO– N/A

2010 – School Grade –A
 Rdg. Proficiency, 92%
 Math Proficiency, 88%
 Rdg. Lrg. Gains, 75%
 Math Lrg. Gains, 78%
 Rdg. Imp. of lowest, 77%
 Math Imp. of lowest, 71%
 Rdg. AMO – N/A
 Math AMO– N/A

2009 - School Grade – A
 Rdg. Proficiency, 92%
 Math Proficiency, 89%
 Rdg. Lrg. Gains, 77%
 Math Lrg. Gains, 79%
 Rdg. Imp. of lowest, 78%
 Math Imp. of lowest, 74%

Rdg. AMO – N/A
 Math AMO– N/A

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

86

receiving effective rating or higher

86, 100%

Highly Qualified Teachers

98%

certified in-field

84, 98%

ESOL endorsed

57, 66%

reading endorsed

4, 5%

with advanced degrees

38, 44%

National Board Certified

3, 3%

first-year teachers

0, 0%

with 1-5 years of experience

20, 23%

with 6-14 years of experience

38, 44%

with 15 or more years of experience

28, 33%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

7, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. The principal reviews applicant's qualifications, conducts an extensive interview and matches candidates with the school's needs.
2. Teachers are provided with support from the administrative team, as well as, a mentor.
3. The principal provides a positive, professional work environment, and fosters relationships among staff.
4. Professional development opportunities will be made available to the teachers.

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

1. Newly hired teachers are provided a mentor teacher within their subject area and/or grade level to assist with understanding school policies and procedures.
2. New teachers are paired with veteran teachers who have been trained through the MINT program with Miami-Dade County Public Schools.
3. New teachers will be provided common planning time with their corresponding grade level and will participate in grade level meetings, data chats, and professional development.

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

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

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

The MTSS/RtI Leadership Team will determine how to develop and maintain a data-analysis system to bring out the best in our school, teachers, and in our students. The team meets monthly to provide

teachers with the ability to collaborate on strategies for dealing with students in need of enhanced instruction, review previous assessment data, modify instructional focus, and review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks. Based on the above information, the team will identify professional development opportunities and resources that should be made available to staff members.

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

Administrative Team, Silvia Tarafa, principal, Dr. Blanca Herrera-Torres, assistant principal and Charles Hill, assistant principal: Provide a common vision for the use of data-based decision-making, ensures the implementation of MTSS/Rtl through team building, needs assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

Student Services Personnel, Dr. Josefina Estrella, Mirta Pont, and Christy Santi: Provide quality services and expertise on intervention with at-risk students. In addition, school social workers continue to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans and provides support for intervention fidelity and documentation. Provides counseling for students that are in jeopardy of being retained.

Media Specialist, Gloria Plaza: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding instructional planning; supports the implementation of Tier 1 intervention plans. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Computer Technician, Grace Ludica: Assists with the technology necessary to manage and display data; provides technical support to teachers and staff regarding data management and display.

Speech Language Pathologist, Debra Palmer: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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

The MTSS/Rtl Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provides data pertaining to: Tier 1 students; academic and social/emotional areas that needed to be addressed; helps set clear expectations for instruction; facilitates the development of a systemic approach to teaching; and aligns processes and procedures. Using data collected from the 2012-2013 FCAT 2.0 and EOC Assessments, the MTSS team will determine the school-wide needs for the 2013-2014 school year. Needs-based instructional strategies are developed for Tier 1 instruction and Tier 2 intervention focus for the SIP. After the Fall Interim assessments the SIP is revisited and modified as warranted from the data collected; strategies and/or focus is adjusted based on needs and discussed before the ESSAC. New strategies and/or focus become part of school-wide instruction and intervention program. During each assessment cycle, the SIP is reviewed and any warranted adjustments are made and brought before the ESSAC.

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

Tier 1: District Baseline Assessments, Interim Assessments, FAIR, FCAT 2.0

Tier 2: District Baseline Assessments, Interim Assessments, FAIR, Voyager Assessments, Diagnostic Assessment in Reading(DAR), State Released Assessments, FCAT 2.0

Tier 3: District Baseline Assessments, Interim Assessments, FAIR, Voyager Assessments, Research-based Computer-Based programs, PMRN, Diagnostic Assessment of Reading (DAR), State Released Assessments, FCAT 2.0

Behavioral issues will be addressed through student services personnel:

Tier 1: Accurate documentation of counseling will be maintained on the student case management system.

Tier 2: Consequences will be appropriately determined based on the severity of each incident and repetition of behavior.

Tier 3: Teachers will collaborate to make recommendations regarding referrals to SST based on behavioral needs.

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

The MTSS/RtI Leadership Team will meet periodically to discuss the implementation of the School Improvement Plan. They will align instruction to assist teachers with identifying remediation strategies and monitor the fidelity of the delivery of instruction and interventions.

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: 6,500

The administration will target before and after school participation in SuccessMaker, Gizmos, Reading Plus, and other technological programs to assist with remediation. Enrichment activities are provided after school through STEM programs. Grade-level teachers are provided with common time to plan, collaborate and complete professional development, as needed.

Strategy Purpose(s)

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

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

Reports from SuccessMaker, Reading Plus and other programs are analyzed along with student work and teacher observations.

Who is responsible for monitoring implementation of this strategy?

MTSS/RtI

Literacy Leadership Team (LLT)

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

Name	Title
Silvia Tarafa	Principal
Blanca Herrera-Torres	Assistant Principal
Charlesque Hill	Assistant Principal
Gloria Plaza	Media Specialist
Eneida Yanes	ELL teacher
Linda Leung	SPED chairperson

How the school-based LLT functions

The Literacy Leadership Team (LLT) meets monthly to develop reading knowledge and focus on areas of literacy concerns throughout the building by: providing teachers with the venue to share best-practices for enhanced reading instruction; review current assessment data and modify instructional focus; and review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks. Based on the above information, the team will identify professional development opportunities and resources that will be made available to staff members.

Administrative Team: Ensures the implementation of LLT through collaboration and team building; assesses the needs of school staff; and ensures implementation of intervention support and documentation; provides adequate professional development in the area of literacy.

Media Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection and analysis; provides professional development and technical assistance to teachers regarding instructional planning; assists with procedural mandates of the district to identify appropriate, evidence-based

intervention strategies; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Assists with reading materials and technological resources necessary to operate the reading program; provides support to teachers and staff regarding supplementary materials for instruction

Grade Level/ Department Chairpersons: Provides information about core instructional needs; participates in student data collection; delivers instruction and collaborates with team members to implement interventions.

Exceptional Student Education Teachers: Participates in student data collection and observations; integrates core instructional activities/materials with specialized instruction; and collaborates with general education teachers through inclusion activities, such as co-teaching and collaboration.

Major initiatives of the LLT

The LLT will oversee the implementation of the Common Core Standards by targeting student participation in Accelerated Reader, Reading Plus, SuccessMaker, and other technological programs which will enhance fluency, vocabulary, and comprehension. Students with reading deficiencies will receive rigorous instruction utilizing the Journeys and Voyager instructional materials during elementary pull-out and the secondary Intensive Reading block. Teachers will use the new Reading series Wonders to provide comprehensive reading instruction in K-5.

Every Teacher Contributes to Reading Instruction

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

Reading strategies are implemented throughout all content areas. All staff is afforded the opportunity to participate in Reading PD. The Literacy Leadership monitors the implementation of school-wide literacy strategies across the curriculum. Trained faculty will facilitate professional development opportunities in the area of reading to expand the knowledge base of all content area teachers. Teachers will infuse these strategies in lesson plans and instruction throughout the school year.

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

At Key Biscayne K-8 Center, all incoming Kindergarten students are assessed within the first semester of kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the assessments used to assess basic academic skill development and academic school readiness of incoming students are the Florida Kindergarten Readiness Screener (FLKRS), Early Childhood Observation System (ECHOS), Comprehensive English Language Learners Assessment (CELLA), and Florida Assessments for Instruction in Reading (FAIR). Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students of individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Screening tools will be re-administrated mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Based on the need for increased participation in the areas of Science, Technology, Engineering, and Mathematics, students will receive greater exposure to inquiry based activities that allow for testing of hypotheses, data analysis, models, and various investigative methods during the Science block.

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

The administration, with the assistance of the school counselor meets with students to explore career options and determine personal goals and interests. Students are provided with elective course offerings to help them prepare for high school academy and magnet program requirements.

Strategies for improving student readiness for the public postsecondary level

Students are provided with numerous high school level courses in the areas of Science and Mathematics. This allows students to take more advanced courses upon entering high school and make them eligible for IB and AP classes. Students who successfully pass examinations at the end of those courses will receive college credit. Students are also provided the opportunity to complete courses through Florida Virtual School, when they have other interests beyond the day-school program.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	85%	84%	No	87%
American Indian				
Asian	82%		Yes	83%
Black/African American	82%	100%	Yes	84%
Hispanic	83%	83%	Yes	85%
White	88%	87%	No	90%
English language learners	74%	70%	No	77%
Students with disabilities	57%	63%	Yes	61%
Economically disadvantaged	78%	82%	Yes	80%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	247	28%	32%
Students scoring at or above Achievement Level 4	475	54%	56%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		81%	83%
Students in lowest 25% making learning gains (FCAT 2.0)		91%	92%

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)	233	77%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	142	47%	49%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	157	51%	53%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	191	85%	87%
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	83%	85%	Yes	84%
American Indian				
Asian	91%		Yes	92%
Black/African American	68%	70%	Yes	71%
Hispanic	82%	85%	Yes	84%
White	86%	89%	Yes	87%
English language learners	78%	78%	Yes	81%
Students with disabilities	69%	77%	Yes	72%
Economically disadvantaged	70%	76%	Yes	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	245	31%	32%
Students scoring at or above Achievement Level 4	402	51%	52%

Florida Alternate Assessment (FAA)

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

Learning Gains

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

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	91	90%	91%
Middle school performance on high school EOC and industry certifications	87	98%	98%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	43%	43%
Students scoring at or above Achievement Level 4	48	53%	53%

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	43	27%	28%
Students scoring at or above Achievement Level 4	83	52%	53%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	35%	38%
Students scoring at or above Achievement Level 4	17	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)	8		10
Participation in STEM-related experiences provided for students	780	99%	99%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	142	73%	75%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	52	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	3	0%	0%
Students who are not proficient in reading by third grade	35	19%	17%
Students who receive two or more behavior referrals	36	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	1%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	52	4%	3%
Students who fail a mathematics course	1	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	36	3%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	15	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

A barrier with conducting workshops would include scheduling of workshops to best suit stay-at-home parents as well as those who work. Also, providing workshops on areas of interest for both elementary and middle school parents.

? Strategy: Conduct two sessions, early morning and afternoon, parent workshops regarding students' behavioral/social issues, and various academic and testing strategies throughout the year.

? Action Steps: Create a year-long meeting schedule to ensure that there are equal opportunities for parents to participate in morning or evening meetings/workshops.

? How to monitor for fidelity: Review of meeting schedule, and adjust as needed

? How to monitor for effectiveness: review meeting agendas to ensure that all parent groups are represented

? How to monitor progress: Monitor parent attendance for each meeting, and solicit participation by parent groups not in attendance.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Conducting parent workshops	120	9%	11%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

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

- G1.** Results of the 2013 FCAT 2.0 indicate 84% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 87%.
- G2.** Results of the 2013 FCAT 2.0 indicate 85% of students scored at 3.5 or higher in Writing. Our goal for the 2013-2014 school year is to increase the number of students scoring 3.5 or higher to 87%.
- G3.** Results of the 2013 Math FCAT 2.0 indicate 85% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 85%.
- G4.** Our goal for the 2013-2014 school year is that 100% of students perform at Level 3 or higher on middle school acceleration courses.
- G5.** Results of the 2013 Algebra EOC indicate 96% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 96%.
- G6.** Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 88%.
- G7.** Our goal for the 2013-2014 school year is to increase the number of science and technology-related enrichment (ie: Science Fair, Robotics club, Green team, School Garden projects, Kennedy Space Center, field-trips, etc.)
- G8.** Our goal for the 2013-2014 school year is to increase the number of students participating in CTE course.
- G9.** Results of the 2014 Civics Baseline Assessment indicate 2% of students reached proficiency. Our goal for the 2013-2014 school year is to increase the number of students scoring proficient on the Civics EOC to 60%.
- G10.** To decrease all areas indicated in Early Warning Systems by at least one percentage point by implementing preventive measures for student discipline, truancy, and retention.
- G11.** Increase the number of parents who participate in workshops.

Goals Detail

G1. Results of the 2013 FCAT 2.0 indicate 84% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 87%.

Targets Supported

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

Resources Available to Support the Goal

- Accelerated Reader, Time for Kids, Storyworks, Junior Scholastic, UpFront, and Reading Plus.

Targeted Barriers to Achieving the Goal

- Student performance data indicates White and ELL students did not reach AMO on the 2013 FCAT 2.0. Students experienced difficulty in Reporting Category 2, Reading Application. Students need additional instruction in utilizing prior knowledge when answering questions and exposure to a wider variety of texts.
- Student performance data indicates 82% of students scored Achievement Level 3 and above on the 2013 FCAT 2.0. Students experienced difficulty in Reporting Category 2, Reading Application. Students need additional instruction in utilizing prior knowledge when answering questions and exposure to a wider variety of texts.
- Student performance data indicates 54% of students scored Achievement Level 4 or above on the 2013 FCAT 2.0. Students experienced difficulty in Reporting Category 3, Literary Analysis. Students need additional instruction in reducing key points and placing emphasis on recognizing implicit meaning or details within a text which supports inferencing.
- Student performance data indicates 81% of students made learning gains on the 2013 FCAT 2.0. Students experienced difficulty in Reporting Category 1, Vocabulary. Students need additional instruction in determining the meaning of general academic and domain-specific words and phrases.
- Student performance data indicates 76% of the students in the lowest 25% who made learning gains on the 2013 FCAT 2.0. Students experienced difficulty in Reporting Category 1, Vocabulary. Students need additional instruction in determining the meaning of general academic and domain-specific words and phrases.
- Student performance data from the 2013 CELLA assessment indicates that 77% of students were proficient in the area Listening and Speaking. Students will be given additional opportunities in and outside of the classroom to speak in English.
- Student performance data from the 2013 CELLA assessment indicates that 47% of students were proficient in the area Reading. Students will be given additional opportunities to read in English.
- Student performance data from the 2013 CELLA assessment indicates that 53% of students were proficient in the area Writing. Students will be given additional opportunities to write in English.

Plan to Monitor Progress Toward the Goal

Meet to review Interim Assessment results and targets for 2014 FCAT 2.0.

Person or Persons Responsible

LLT and MTSS/Rtl Teams

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Interim Assessment, Summative: 2014 FCAT 2.0 Assessment

G2. Results of the 2013 FCAT 2.0 indicate 85% of students scored at 3.5 or higher in Writing. Our goal for the 2013-2014 school year is to increase the number of students scoring 3.5 or higher to 87%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Mentor texts, Anchor Papers

Targeted Barriers to Achieving the Goal

- Student performance data from the 2013 FCAT Writing indicates that fourth and eighth grade students need to have command of the English language in order to demonstrate accurate grammar and syntax.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 Writing FCAT 2.0

G3. Results of the 2013 Math FCAT 2.0 indicate 85% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 85%.

Targets Supported

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

Resources Available to Support the Goal

- Math Coach, Go Math! Series (K-5), Holt McDougal Math Series (6-8), Brain Pop, SuccessMaker

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 FCAT 2.0, 31% of all students scored Level 3. Students in 3rd and 4th Grade have difficulty in Category 2: Number: Base Ten and Fractions. Secondary students have difficulty with Category 1: Number Operations, Problems and Statistics.
- According to the data from the 2013 FCAT 2.0 Mathematics Test, 51% of students scored Achievement Level 4 and 5. Students need additional enrichment opportunities to extend their knowledge of mathematical concepts related to Number Sense and Expressions & Equations.
- According to the data from the 2013 FCAT 2.0 Mathematics Test, 76% of students made learning gains. Students need opportunities to receive targeted instruction in Category 3: Geometry and Measurement.
- According to the data from the 2013 FCAT 2.0 Mathematics Test, 75% of students in the lowest 25% made learning gains. Students need opportunities to receive targeted instruction in Category 3: Geometry and Measurement.
- According to the data from the 2013 Algebra EOC, 97% of students scored proficient. Students need opportunities to receive targeted instruction in Category 2: Polynomials.

Plan to Monitor Progress Toward the Goal

Follow FCIM, using data from interim assessments and classroom intervention to adjust interventions.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

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

G4. Our goal for the 2013-2014 school year is that 100% of students perform at Level 3 or higher on middle school acceleration courses.

Targets Supported

Resources Available to Support the Goal

- District Pacing Guide

Targeted Barriers to Achieving the Goal

- Students need more preparation prior to enrolling in accelerated courses.

Plan to Monitor Progress Toward the Goal

Increase the number of students prepared to enroll in high school level courses the following year.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Annually

Evidence of Completion:

2014 FCAT 2.0 results

G5. Results of the 2013 Algebra EOC indicate 96% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 96%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Gizmos, SuccessMaker, and Riverdeep

Targeted Barriers to Achieving the Goal

- An area of minimal growth that requires improved performance as noted on the 2013 administration of the Algebra I End-of-Course Assessment (EOC) is Category 2: Polynomials.

Plan to Monitor Progress Toward the Goal

Follow FCIM model to determine effectiveness of strategies being implemented in the area of operations involving polynomials expressions.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessment Summative: 2014 Algebra EOC

G6. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 88%.

Targets Supported

- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

- Brain POP, Gizmos, Lab Kits

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Science Test indicate that grade 5 students have a deficiency in the Life Science strand.
- The results of the 2013 FCAT 2.0 Science Test indicate that grade 8 students have a deficiency in Physical Science strand.

Plan to Monitor Progress Toward the Goal

Follow FCIM model, review quarterly assessments and adjust instructional strategies, as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Chapter Tests, Interim Assessments Summative: 2014 FCAT Science Assessment

G7. Our goal for the 2013-2014 school year is to increase the number of science and technology-related enrichment (ie: Science Fair, Robotics club, Green team, School Garden projects, Kennedy Space Center, field-trips, etc.)

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- Citizen Scientist, Fairchild Tropical Challenge, Robotics and SECME guidelines

Targeted Barriers to Achieving the Goal

- Students need time for in-depth exposure to inquiry-based activities that are necessary for understanding science concepts and how they relate to real life.

Plan to Monitor Progress Toward the Goal

evaluate student completion of activities related to Science, technology, mathematics and engineering school-wide.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Lab journals, logs and participation in district Science fair.

G8. Our goal for the 2013-2014 school year is to increase the number of students participating in CTE course.

Targets Supported

- CTE

Resources Available to Support the Goal

- CTE department

Targeted Barriers to Achieving the Goal

- A minimal number of students enroll in CTE course in middle school.

Plan to Monitor Progress Toward the Goal

Review the number of students successfully enrolled in CTE courses.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Annually

Evidence of Completion:

Enrollment in computer technology electives.

G9. Results of the 2014 Civics Baseline Assessment indicate 2% of students reached proficiency. Our goal for the 2013-2014 school year is to increase the number of students scoring proficient on the Civics EOC to 60%.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- iCivics.org, Civics toolbox, FLREA Curriculum

Targeted Barriers to Achieving the Goal

- Students exhibit difficulty with Benchmark SS.7.C.3.6 - Evaluate Constitutional rights and their impact on individuals and society.

Plan to Monitor Progress Toward the Goal

Review assessment data on District Quarterly Assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 Civics EOC

G10. To decrease all areas indicated in Early Warning Systems by at least one percentage point by implementing preventive measures for student discipline, truancy, and retention.

Targets Supported

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

Resources Available to Support the Goal

- Code of Student Conduct, Pupil Progression Plan, School social worker

Targeted Barriers to Achieving the Goal

- An area which presents a barrier would be parents and students complying with district attendance and truancy procedures.
- An area which presents a barrier would be students' non-compliance with district Code of Student Conduct policies.
- An area which presents a barrier is the number of language learners who enter school during the second semester and miss significant instructional time and therefore are not proficient in Reading by the end of 3rd grade.

Plan to Monitor Progress Toward the Goal

Contact parents of targeted students and indicate meeting through SCAMs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Control D Truancy and Behavior and Retention Reports

G11. Increase the number of parents who participate in workshops.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- The Parent Academy, The University of Miami

Targeted Barriers to Achieving the Goal

- A barrier with conducting workshops would include scheduling of workshops to best suit stay-at-home parents as well as those who work.

Plan to Monitor Progress Toward the Goal

Ensure that topics shared with parents are appropriate for all grade levels and offered at various times.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Annually

Evidence of Completion:

Review of parent workshop attendance sheets

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Results of the 2013 FCAT 2.0 indicate 84% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 87%.

G1.B1 Student performance data indicates White and ELL students did not reach AMO on the 2013 FCAT 2.0. Students experienced difficulty in Reporting Category 2, Reading Application. Students need additional instruction in utilizing prior knowledge when answering questions and exposure to a wider variety of texts.

G1.B1.S1 Students will receive instruction in utilizing prior knowledge when answering questions and become more exposed to a wider variety of texts.

Action Step 1

Utilize informational and literary passages to analyze the author's choice of words, style, and techniques to understand how these influence meaning and teach students to cite textual evidence to support analysis of the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom walkthroughs

Facilitator:

Media Specialist and Language Arts chairperson

Participants:

Language Arts and Social Studies teachers

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

Following the FCIM, on a monthly basis, review and analyze results of selection tests and other assessments to evaluate students' performance.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Results of selection tests , teacher-made tests, and mini-assessments.

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Interim Assessment scores Summative: 2014 FCAT 2.0

G1.B2 Student performance data indicates 82% of students scored Achievement Level 3 and above on the 2013 FCAT 2.0. Students experienced difficulty in Reporting Category 2, Reading Application. Students need additional instruction in utilizing prior knowledge when answering questions and exposure to a wider variety of texts.

G1.B2.S1 Students will receive additional instruction in utilizing prior knowledge when answering questions and become exposed to a wider variety of texts.

Action Step 1

Utilize informational and literary passages to analyze the author's choice of words, style, and techniques to understand how these influence meaning and teach students to cite textual evidence to support analysis of the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student journals

Facilitator:

Media Specialist, Language Arts chairperson

Participants:

Teachers

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

Following the FCIM model, on a monthly basis, review student progress on classroom assessments.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Results of selection tests, teacher-made tests, and mini assessments.

Plan to Monitor Effectiveness of G1.B2.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment data, 2014 FCAT 2.0

G1.B3 Student performance data indicates 54% of students scored Achievement Level 4 or above on the 2013 FCAT 2.0. Students experienced difficulty in Reporting Category 3, Literary Analysis. Students need additional instruction in reducing key points and placing emphasis on recognizing implicit meaning or details within a text which supports inferencing.

G1.B3.S1 Students will receive additional instruction in reducing key points and placing emphasis on recognizing implicit meaning or details within a text which supports inferencing.

Action Step 1

Have students to distinguish their own point of view from that of the author and analyze how two or more authors' writing about the same topic present different interpretations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Class journals

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

Following the FCIM, on a monthly basis, review and analyze results of selection tests and other classroom assessments.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Results of selection tests and teacher-made tests.

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment results, 2014 FCAT 2.0

G1.B4 Student performance data indicates 81% of students made learning gains on the 2013 FCAT 2.0. Students experienced difficulty in Reporting Category 1, Vocabulary. Students need additional instruction in determining the meaning of general academic and domain-specific words and phrases.

G1.B4.S1 Students will receive additional instruction in determining the meaning of general academic and domain-specific words and phrases.

Action Step 1

Have students develop and maintain a response journal.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Journal entries

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

Following the FCIM model, on a monthly basis, reiew and analyze results of selection tests and other classroom assessments to evaluate student performance.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Results of selection tests and other classroom assessments.

Plan to Monitor Effectiveness of G1.B4.S1

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

Person or Persons Responsible

LLC

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Assessment scores, 2014 FCAT 2.0

G1.B5 Student performance data indicates 76% of the students in the lowest 25% who made learning gains on the 2013 FCAT 2.0. Students experienced difficulty in Reporting Category 1, Vocabulary. Students need additional instruction in determining the meaning of general academic and domain-specific words and phrases.

G1.B5.S1 Students will receive additional instruction in determining the meaning of general academic and domain-specific words and phrases.

Action Step 1

Have students determine the meaning of general academic and domain-specific words and phrases.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student journals

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

Review and analyze results of selection tests and other assessments to evaluate students' performance.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher made assessments

Plan to Monitor Effectiveness of G1.B5.S1

Following FCIM, data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment, 2014 FCAT 2.0

G1.B6 Student performance data from the 2013 CELLA assessment indicates that 77% of students were proficient in the area Listening and Speaking. Students will be given additional opportunities in and outside of the classroom to speak in English.

G1.B6.S1 Students will be given additional opportunities in and outside of the classroom to speak in English to gain full command of the English language.

Action Step 1

Ask questions that are interactive and meaningful in order to engage in conversation.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student notebooks/ journals

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

Review student results from assessments designed to evaluate proficiency on benchmarks related to acquiring the English language.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Achieve 3000 and Imagine Learning data

Plan to Monitor Effectiveness of G1.B6.S1

Following FCIM, analyze current student data and instructional focus will be adjusted to address students' needs.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 CELLA Assessment

G1.B7 Student performance data from the 2013 CELLA assessment indicates that 47% of students were proficient in the area Reading. Students will be given additional opportunities to read in English.

G1.B7.S1 Students will be given additional opportunities to read in English.

Action Step 1

Students will use English/Home language dictionaries to assist with discovering the meaning of unfamiliar terms found in various texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders

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

Review student results from assessments.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Student Notebooks

Plan to Monitor Effectiveness of G1.B7.S1

Following FCIM, data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 CELLA Assessment

G1.B8 Student performance data from the 2013 CELLA assessment indicates that 53% of students were proficient in the area Writing. Students will be given additional opportunities to write in English.

G1.B8.S1 Students will be given additional opportunities to write in English.

Action Step 1

Students will develop writing skills and samples through instruction of the five stages of the Writing Process: Prewriting, Drafting, Editing, Revising, Publishing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing samples

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

Review student results from writing assessments.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 CELLA Assessment

Plan to Monitor Effectiveness of G1.B8.S1

Following FCIM, review data reports and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 CELLA Assessment

G2. Results of the 2013 FCAT 2.0 indicate 85% of students scored at 3.5 or higher in Writing. Our goal for the 2013-2014 school year is to increase the number of students scoring 3.5 or higher to 87%.

G2.B1 Student performance data from the 2013 FCAT Writing indicates that fourth and eighth grade students need to have command of the English language in order to demonstrate accurate grammar and syntax.

G2.B1.S1 Students in fourth and eighth grade will practice using accurate grammar and syntax by editing drafts of various essays.

Action Step 1

Have students correct and edit drafts for standard language conventions, using mentor texts, rubrics, and peer/teacher review.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Students writing journals

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

Following the FCIM model, writing samples will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing samples

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Mid-year Writing Assessment

G3. Results of the 2013 Math FCAT 2.0 indicate 85% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 85%.

G3.B1 According to the results of the 2013 FCAT 2.0, 31% of all students scored Level 3. Students in 3rd and 4th Grade have difficulty in Category 2: Number: Base Ten and Fractions. Secondary students have difficulty with Category 1: Number Operations, Problems and Statistics.

G3.B1.S1 Students in 3rd and 4th grade will receive Differentiated instruction during the mathematics instructional block in area of comparing and ordering fractions, mixed numbers, and decimals in the same or different forms using models (such as those found in Gizmos, Riverdeep, and SuccessMaker).

Action Step 1

Provide opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms using models (such as those found in Gizmos, Riverdeep, and SuccessMaker) and strategies.

Person or Persons Responsible

Mathematics teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples

Facilitator:

Math Liaison/ Department Chair

Participants:

Math Teachers

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

Differentiated instruction in areas of comparing and ordering fractions, mixed numbers and decimals in the same or different forms using models.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Florida benchmark mini assessments, chapter tests, and District baseline and interim assessment results.

Plan to Monitor Effectiveness of G3.B1.S1

Provide instruction in the area of comparing and ordering fractions, mixed numbers, and decimals in the same or different forms using models.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Benchmark Mini Assessments, Chapter Tests, and Interim Assessments. Summative: 2014 FCAT 2.0 Assessments

G3.B1.S2 Secondary students will receive Differentiated instruction during the mathematics instructional block in area of Number Operations, Problems and Statistics using models (such as those found in Gizmos, Riverdeep, and SuccessMaker).

Action Step 1

Provide opportunities for students to solve problems in the area of Number Operations, Problems and Statistics using models (such as those found in Gizmos, Riverdeep, and SuccessMaker).

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Following FCIM, differentiate instruction to address areas of weakness in the areas of Number Operations and Problems and statistics.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math!-Florida benchmark assessments, chapter tests and district baseline and interim assessment

Plan to Monitor Effectiveness of G3.B1.S2

Implementation of differentiated instruction in areas of weaknesses.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Benchmark mini-assessments, Chapter tests, and interim assessments Summative: 2014 FCAT 2.0 Mathematics Assessment

G3.B2 According to the data from the 2013 FCAT 2.0 Mathematics Test, 51% of students scored Achievement Level 4 and 5. Students need additional enrichment opportunities to extend their knowledge of mathematical concepts related to Number Sense and Expressions & Equations.

G3.B2.S1 Provide enrichment opportunities for students to construct, analyze, and draw conclusions about data displayed in various graphic representations, including Problem of the Day activities.

Action Step 1

Primary: Incorporate the Mathematical Practices of the CCSS, provide activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area.

Person or Persons Responsible

Primary Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Students work samples

Action Step 2

Secondary: Incorporate the Mathematical Practices of the CCSS, infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application-based problems.

Person or Persons Responsible

Secondary Math Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples

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

Following FCIM, bi-weekly assessment data will be reviewed and instruction adjusted as required.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G3.B2.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Benchmark Mini Assessments, Chapter Tests, and Interim Assessments. Summative: 2014 FCAT 2.0 Assessments

G3.B3 According to the data from the 2013 FCAT 2.0 Mathematics Test, 76% of students made learning gains. Students need opportunities to receive targeted instruction in Category 3: Geometry and Measurement.

G3.B3.S1 Provide enrichment opportunities for students to identify or describe a situation that requires use of the area formula in a real-world context.

Action Step 1

Using Mathematical Practices of the CCSS, provide contexts for mathematical exploration and the development of student understanding of geometry and measurement through the use of manipulatives and engaging real-world opportunities for practice.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples

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

Following FCIM, review effectiveness of enrichment opportunities of real-world geometric activities.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

GO-Math! Florida benchmark mini assessments, chapter tests, and District baseline and interim assessment results.

Plan to Monitor Effectiveness of G3.B3.S1

Review incorporation of real world geometry based activities in class instruction.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Benchmark Mini Assessments, Chapter Tests, and Interim Assessments. Summative: 2014 FCAT 2.0 Assessments

G3.B4 According to the data from the 2013 FCAT 2.0 Mathematics Test, 75% of students in the lowest 25% made learning gains. Students need opportunities to receive targeted instruction in Category 3: Geometry and Measurement.

G3.B4.S1 Strategy for Primary: Provide literature based opportunities for students to solve problems based on geometric properties of figures and perform a two-step unit conversion within the same measurement system and determine elapsed time. Strategy for Secondary: Provide opportunities for students to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding.

Action Step 1

Primary: Using Mathematical Practices of the CCSS, provide activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area. Secondary: Using the Mathematical Practices of the CCSS, infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application-based problems.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples

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

Implementation of problem solving skills in the completion of geometry based tasks.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G3.B4.S1

Following FCIM, on a monthly basis, review of GO-Math! Florida benchmark mini assessments, chapter tests, and District baseline and interim assessment results. For 6th through 8th - Following FCIM, review Topic assessments aligned with Pacing Guide, District baseline and interim assessment results.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Classroom assessments, Interim Assessments

G3.B5 According to the data from the 2013 Algebra EOC, 97% of students scored proficient. Students need opportunities to receive targeted instruction in Category 2: Polynomials.

G3.B5.S1 Teachers will provide the instructional support needed for students who desire to participate in high school level courses.

Action Step 1

Secondary teachers will provide instructional support in the area of Algebra.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples

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

Following the FCIM model, review instruction in Polynomials and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G3.B5.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Quizzes, tests and Interim assessments

G4. Our goal for the 2013-2014 school year is that 100% of students perform at Level 3 or higher on middle school acceleration courses.

G4.B1 Students need more preparation prior to enrolling in accelerated courses.

G4.B1.S1 Provide students with enhanced instruction to prepare them for participation in accelerated courses.

Action Step 1

Provide the instructional support needed for students who desire to participate in high school level courses.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Performance on teacher-made assessments.

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

Increase the number of students prepared to enroll in high school level courses.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline and Interim Assessment scores

Plan to Monitor Effectiveness of G4.B1.S1

Increase the number of students enrolled in high school level courses.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment results, 2014 FCAT 2.0

G5. Results of the 2013 Algebra EOC indicate 96% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 96%.

G5.B1 An area of minimal growth that requires improved performance as noted on the 2013 administration of the Algebra I End-of-Course Assessment (EOC) is Category 2: Polynomials.

G5.B1.S1 Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Action Step 1

Using Mathematical Practices of the CCSS, provide opportunities for students to model real-world situations with polynomial equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections. Provide additional opportunities for practice with the use of Gizmos and Khan Academy videos.

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work samples

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

Students will use real mathematical skills to solve real-world problems involving addition, subtraction, multiplication and division of polynomials.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment data

Plan to Monitor Effectiveness of G5.B1.S1

Using the FCIM model, determine effectiveness of activities/lessons pertaining to polynomial expressions.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom and Interim Assessment Data Chats

G6. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 88%.

G6.B1 The results of the 2013 FCAT 2.0 Science Test indicate that grade 5 students have a deficiency in the Life Science strand.

G6.B1.S1 Develop higher-order thinking questioning strategies using Explicit-Reflective instruction to enhance student thinking. Promote reading informational text, as delineated by Common Core Standards.

Action Step 1

Class instruction will provide students with opportunities to develop a greater understanding of Life Science using Gizmos.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, lab sheets in science journal

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

Students will complete one lab weekly with additional emphasis on labs relating to Life Science.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Completed Lab reports

Plan to Monitor Effectiveness of G6.B1.S1

Students will participate in lab opportunities that focus on Life Sciences.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Teacher Assessments, Interim Assessments

G6.B2 The results of the 2013 FCAT 2.0 Science Test indicate that grade 8 students have a deficiency in Physical Science strand.

G6.B2.S1 Ensure that students write lab conclusions with claim-evidence-reasoning included for all investigations, as delineated by Common Core Standards.

Action Step 1

Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use (ie. Science Fair, SECME, Fairchild Challenge).

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lab Reports, Participation logs for science competitions

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

Students will support lab conclusion with evidence collected during the experimental process

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Lab Reports, Classroom assessments

Plan to Monitor Effectiveness of G6.B2.S1

Ensure that lab reports are written in a manner that will further scientific inquiry and that conclusions are evidence based.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quaterly

Evidence of Completion

Formative: Lab Reports, Interim Assessments

G6.B2.S2 Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards.

Action Step 1

Students will utilize data supported evidence gather through experimentation to determine conclusion after completing an experiment.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lab Reports, Classroom assessments

Plan to Monitor Fidelity of Implementation of G6.B2.S2

Students will develop evidence based conclusions to determine the validity of their hypothesis.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative: Interim Assessment, Lab reports

Plan to Monitor Effectiveness of G6.B2.S2

Following FCIM model, monitor and evaluate effectiveness of strategies implemented, adjust strategies as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Classroom assessments, Interim assessments Summative: 2014 FCAT Science Assessment

G7. Our goal for the 2013-2014 school year is to increase the number of science and technology-related enrichment (ie: Science Fair, Robotics club, Green team, School Garden projects, Kennedy Space Center, field-trips, etc.)

G7.B1 Students need time for in-depth exposure to inquiry-based activities that are necessary for understanding science concepts and how they relate to real life.

G7.B1.S1 Students will have enrichment activities which provide in-depth exposure to inquiry-based activities that are necessary for understanding science concepts and how they relate to real life.

Action Step 1

Engage students in the problem solving process by increasing the number of students participating in project-based STEM activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Club participation logs, Science journals, fieldtrip rosters.

Facilitator:

Science department chair

Participants:

Teachers

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

Review activities which increase scientific thinking.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Lab journals, logs and participation in school Science fair.

Plan to Monitor Effectiveness of G7.B1.S1

Provide opportunities for students to develop and design science and engineering projects.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Lab journals, logs and participation in district Science fair.

G8. Our goal for the 2013-2014 school year is to increase the number of students participating in CTE course.

G8.B1 A minimal number of students enroll in CTE course in middle school.

G8.B1.S1 Encourage more students to enroll in the CTE course.

Action Step 1

Promote CTE classes to students in grades 6-8.

Person or Persons Responsible

Technology teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased enrollment in CTE class.

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

Promote the CTE class during the change of the semesterized courses.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Semi-annually

Evidence of Completion

ISIS enrollment numbers

Plan to Monitor Effectiveness of G8.B1.S1

Review the number of students successfully enrolled in CTE courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

Semi-annually

Evidence of Completion

Electronic gradebook

G9. Results of the 2014 Civics Baseline Assessment indicate 2% of students reached proficiency. Our goal for the 2013-2014 school year is to increase the number of students scoring proficient on the Civics EOC to 60%.

G9.B1 Students exhibit difficulty with Benchmark SS.7.C.3.6 - Evaluate Constitutional rights and their impact on individuals and society.

G9.B1.S1 Students will learn to evaluate Constitutional rights and their impact on individuals and society.

Action Step 1

Implement district plans aligned to tested EOC benchmarks in order to review and assist students with mastery of concepts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

student work

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

Monitor student work and use of resources.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom walkthroughs

Plan to Monitor Effectiveness of G9.B1.S1

Review assessment data on District Quarterly Assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Completion of Civics quarterly assessments and Interim assessments

G10. To decrease all areas indicated in Early Warning Systems by at least one percentage point by implementing preventive measures for student discipline, truancy, and retention.

G10.B1 An area which presents a barrier would be parents and students complying with district attendance and truancy procedures.

G10.B1.S1 Review district attendance and truancy procedures with parents and students.

Action Step 1

Review attendance bulletin for accuracy and remind students of attendance procedures.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Electronic gradebook

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

Review school attendance policies with students and parents with select students.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Daily attendance bulletin

Plan to Monitor Effectiveness of G10.B1.S1

Monitor student attendance.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance bulletins and Control D reports

G10.B2 An area which presents a barrier would be students' non-compliance with district Code of Student Conduct policies.

G10.B2.S1 Make students familiar with the Code of Student Conduct.

Action Step 1

Review important Code of Student Conduct policies with students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Discussion of targeted students during grade level meetings.

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Review Code of Student Conduct policies with students through class meetings.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Student disciplinary reports

Plan to Monitor Effectiveness of G10.B2.S1

Meet with parents and students to resolve behavioral issues and implement progressive discipline procedures.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

ISIS, annual disciplinary reports

G10.B3 An area which presents a barrier is the number of language learners who enter school during the second semester and miss significant instructional time and therefore are not proficient in Reading by the end of 3rd grade.

G10.B3.S1 Maximize instructional time for English Language Learners who enter school during the second semester and miss significant instructional time and therefore are not proficient in Reading by the end of 3rd grade.

Action Step 1

Establish and implement a procedure for morning tutorials for newly-arrived students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Computer-based reports

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Work with students during Specials to assist ELL students with remedial instruction, when needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Student task completion, SuccessMaker reports

Plan to Monitor Effectiveness of G10.B3.S1

Review student progress on FAIR testing and Interim Assessments.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

FAIR and Interim Assessment scores

G11. Increase the number of parents who participate in workshops.

G11.B1 A barrier with conducting workshops would include scheduling of workshops to best suit stay-at-home parents as well as those who work.

G11.B1.S1 Provide workshops on areas of interest for both elementary and middle school parents in the AM and PM.

Action Step 1

Meet with student services department and teachers to determine important topics for all parents.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Student services agenda

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

Provide workshops for parents on topics relevant K-8, at various times, in English and Spanish.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Parent sign-in sheets

Plan to Monitor Effectiveness of G11.B1.S1

Review topics requested by parents for future workshops.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent Request Log maintained by student services.

Coordination and Integration

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

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

Title III funds are used for personnel in before-school tutoring in the areas of Reading and Math for English Language Learners in grades 3 through 8.

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. Results of the 2013 FCAT 2.0 indicate 84% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 87%.

G1.B1 Student performance data indicates White and ELL students did not reach AMO on the 2013 FCAT 2.0. Students experienced difficulty in Reporting Category 2, Reading Application. Students need additional instruction in utilizing prior knowledge when answering questions and exposure to a wider variety of texts.

G1.B1.S1 Students will receive instruction in utilizing prior knowledge when answering questions and become more exposed to a wider variety of texts.

PD Opportunity 1

Utilize informational and literary passages to analyze the author's choice of words, style, and techniques to understand how these influence meaning and teach students to cite textual evidence to support analysis of the text.

Facilitator

Media Specialist and Language Arts chairperson

Participants

Language Arts and Social Studies teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom walkthroughs

G1.B2 Student performance data indicates 82% of students scored Achievement Level 3 and above on the 2013 FCAT 2.0. Students experienced difficulty in Reporting Category 2, Reading Application. Students need additional instruction in utilizing prior knowledge when answering questions and exposure to a wider variety of texts.

G1.B2.S1 Students will receive additional instruction in utilizing prior knowledge when answering questions and become exposed to a wider variety of texts.

PD Opportunity 1

Utilize informational and literary passages to analyze the author's choice of words, style, and techniques to understand how these influence meaning and teach students to cite textual evidence to support analysis of the text.

Facilitator

Media Specialist, Language Arts chairperson

Participants

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student journals

G3. Results of the 2013 Math FCAT 2.0 indicate 85% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 85%.

G3.B1 According to the results of the 2013 FCAT 2.0, 31% of all students scored Level 3. Students in 3rd and 4th Grade have difficulty in Category 2: Number: Base Ten and Fractions. Secondary students have difficulty with Category 1: Number Operations, Problems and Statistics.

G3.B1.S1 Students in 3rd and 4th grade will receive Differentiated instruction during the mathematics instructional block in area of comparing and ordering fractions, mixed numbers, and decimals in the same or different forms using models (such as those found in Gizmos, Riverdeep, and SuccessMaker).

PD Opportunity 1

Provide opportunities for students to compare and order fractions, mixed numbers, and decimals in the same or different forms using models (such as those found in Gizmos, Riverdeep, and SuccessMaker) and strategies.

Facilitator

Math Liaison/ Department Chair

Participants

Math Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples

G7. Our goal for the 2013-2014 school year is to increase the number of science and technology-related enrichment (ie: Science Fair, Robotics club, Green team, School Garden projects, Kennedy Space Center, field-trips, etc.)

G7.B1 Students need time for in-depth exposure to inquiry-based activities that are necessary for understanding science concepts and how they relate to real life.

G7.B1.S1 Students will have enrichment activities which provide in-depth exposure to inquiry-based activities that are necessary for understanding science concepts and how they relate to real life.

PD Opportunity 1

Engage students in the problem solving process by increasing the number of students participating in project-based STEM activities.

Facilitator

Science department chair

Participants

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Club participation logs, Science journals, fieldtrip rosters.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Results of the 2013 FCAT 2.0 indicate 84% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 87%.	\$6,600
G3.	Results of the 2013 Math FCAT 2.0 indicate 85% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 85%.	\$4,000
G6.	Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 88%.	\$3,000
G10.	To decrease all areas indicated in Early Warning Systems by at least one percentage point by implementing preventive measures for student discipline, truancy, and retention.	\$2,000
Total		\$15,600

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Technology	Personnel	Total
EESAC	\$5,400	\$1,200	\$0	\$0	\$6,600
PTA	\$0	\$2,000	\$2,000	\$0	\$4,000
Principal's Discretionary, PTA	\$0	\$3,000	\$0	\$0	\$3,000
Title III	\$0	\$0	\$0	\$2,000	\$2,000
Total	\$5,400	\$6,200	\$2,000	\$2,000	\$15,600

Budget Details

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

G1. Results of the 2013 FCAT 2.0 indicate 84% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 87%.

G1.B1 Student performance data indicates White and ELL students did not reach AMO on the 2013 FCAT 2.0. Students experienced difficulty in Reporting Category 2, Reading Application. Students need additional instruction in utilizing prior knowledge when answering questions and exposure to a wider variety of texts.

G1.B1.S1 Students will receive instruction in utilizing prior knowledge when answering questions and become more exposed to a wider variety of texts.

Action Step 1

Utilize informational and literary passages to analyze the author's choice of words, style, and techniques to understand how these influence meaning and teach students to cite textual evidence to support analysis of the text.

Resource Type

Evidence-Based Program

Resource

Accelerated Reader

Funding Source

EESAC

Amount Needed

\$5,400

G1.B2 Student performance data indicates 82% of students scored Achievement Level 3 and above on the 2013 FCAT 2.0. Students experienced difficulty in Reporting Category 2, Reading Application. Students need additional instruction in utilizing prior knowledge when answering questions and exposure to a wider variety of texts.

G1.B2.S1 Students will receive additional instruction in utilizing prior knowledge when answering questions and become exposed to a wider variety of texts.

Action Step 1

Utilize informational and literary passages to analyze the author's choice of words, style, and techniques to understand how these influence meaning and teach students to cite textual evidence to support analysis of the text.

Resource Type

Evidence-Based Materials

Resource

Books for the Media Center

Funding Source

EESAC

Amount Needed

\$1,200

G3. Results of the 2013 Math FCAT 2.0 indicate 85% of students scored at Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 85%.

G3.B3 According to the data from the 2013 FCAT 2.0 Mathematics Test, 76% of students made learning gains. Students need opportunities to receive targeted instruction in Category 3: Geometry and Measurement.

G3.B3.S1 Provide enrichment opportunities for students to identify or describe a situation that requires use of the area formula in a real-world context.

Action Step 1

Using Mathematical Practices of the CCSS, provide contexts for mathematical exploration and the development of student understanding of geometry and measurement through the use of manipulatives and engaging real-world opportunities for practice.

Resource Type

Technology

Resource

technology

Funding Source

PTA

Amount Needed

\$2,000

G3.B4 According to the data from the 2013 FCAT 2.0 Mathematics Test, 75% of students in the lowest 25% made learning gains. Students need opportunities to receive targeted instruction in Category 3: Geometry and Measurement.

G3.B4.S1 Strategy for Primary: Provide literature based opportunities for students to solve problems based on geometric properties of figures and perform a two-step unit conversion within the same measurement system and determine elapsed time. Strategy for Secondary: Provide opportunities for students to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding.

Action Step 1

Primary: Using Mathematical Practices of the CCSS, provide activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area. Secondary: Using the Mathematical Practices of the CCSS, infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application-based problems.

Resource Type

Evidence-Based Materials

Resource

Bridge materials, lab materials, document cameras, etc.

Funding Source

PTA

Amount Needed

\$2,000

G6. Our goal for the 2013-2014 school year is to maintain the number of students scoring Level 3 or higher at 88%.

G6.B2 The results of the 2013 FCAT 2.0 Science Test indicate that grade 8 students have a deficiency in Physical Science strand.

G6.B2.S1 Ensure that students write lab conclusions with claim-evidence-reasoning included for all investigations, as delineated by Common Core Standards.

Action Step 1

Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use (ie. Science Fair, SECME, Fairchild Challenge).

Resource Type

Evidence-Based Materials

Resource

Bridge kits, document cameras, lab materials, etc.

Funding Source

Principal's Discretionary, PTA

Amount Needed

\$3,000

G10. To decrease all areas indicated in Early Warning Systems by at least one percentage point by implementing preventive measures for student discipline, truancy, and retention.

G10.B3 An area which presents a barrier is the number of language learners who enter school during the second semester and miss significant instructional time and therefore are not proficient in Reading by the end of 3rd grade.

G10.B3.S1 Maximize instructional time for English Language Learners who enter school during the second semester and miss significant instructional time and therefore are not proficient in Reading by the end of 3rd grade.

Action Step 1

Establish and implement a procedure for morning tutorials for newly-arrived students.

Resource Type

Personnel

Resource

ELL tutoring teacher

Funding Source

Title III

Amount Needed

\$2,000