



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

South Miami K 8 Center

6800 SW 60TH ST

South Miami, FL 33143

305-667-8847

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

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
61%

Alternative/ESE Center
No

Charter School
No

Minority Rate
86%

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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

South Miami K 8 Center

Principal

Anamarie Moreiras G

School Advisory Council chair

Vivian Gonzalez

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

Name	Title
Anamarie G. Moreiras	Principal
Alina Gallego	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

Principal -1, UTD Steward – 1, teachers – 5, parents – 7, educational support- 1, student – 1, Business Community Representative – 1

Involvement of the SAC in the development of the SIP

The EESAC monitored and aligned the progress of the School Improvement Plan and will continue to do so through EESAC minutes and EESAC meetings and adjusting the School Improvement as issues arise throughout the school year.

Activities of the SAC for the upcoming school year

The EESAC Committee comprised of faculty, staff, parents and community members, meets on a monthly basis to review and monitor the implementation of the School Improvement Plan. Additionally, the EESAC committee determines the expenditures of EESAC funds.

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

The EESAC funds are used for increasing student achievement through a teacher grant style process. Teachers present the information and the use of the funds and how these funds will impact student achievement and align to the School Improvement Plan, then the EESAC votes on whether the funds will be granted for the specific request. The school used \$2000 for a website service, servicing the South Miami K-8 website and making the website the source for parental involvement and communication and functional. In the area of math the school allotted \$1212.69 for IXL subscriptions, headphones, and supplemental materials. The the area of Early Warning Systems we are using purchasing safety patrol equipment in the amount of \$162.66. For CTE Lab we are allocating \$157.42 for headphones. In the area of elementary reading we are allocating \$455.92 for thesaurus and supplemental reading materials.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Anamarie Moreiras G

Principal

Years as Administrator: 14

Years at Current School: 6

Credentials

Bachelor of Arts, Elementary Education Master of Science in
Computer Education Specialist in Administration
Certification(s)
Endorsed in Gifted Education, ESOL, and Certified in Early
Childhood Education

Performance Record

2013 – School Grade
Rdg. Proficiency, 68%
Math Proficiency, 68%
Rdg. Lrg. Gains, 69 points
Math Lrg. Gains, 63points
Rdg. Imp. of Lowest 25% -
64 points
Math Imp. of Lowest 25% -
64 points
Rdg. AMO –N
Math AMO–N
2012 – School Grade A
Rdg. Proficiency, 70%
Math Proficiency, 71%
Rdg. Lrg. Gains, 72 points
Math Lrg. Gains, 74 points
Rdg. Imp. of Lowest 25% -
70 points
Math Imp. of Lowest 25% -
81 points
2011 – School Grade A
Rdg. Proficiency, 84%
Math Proficiency, 83%
Rdg. Lrg. Gains, 68 points
Math Lrg. Gains, 71 points
Rdg. Imp. of Lowest 25% -
71 points
Math Imp. of Lowest 25% -
71 points
2010 – School Grade A
Rdg. Proficiency, 82%
Math Proficiency, 82%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 67 points
Rdg. Imp. of Lowest 25% -
62 points
Math Imp. of Lowest 25% -
67 points
2009 – School Grade A
Rdg. Proficiency, 83%
Math Proficiency, 82%
Rdg. Lrg. Gains, 72 points

Math Lrg. Gains, 67 points
Rdg. Imp. of Lowest 25% -
69 points
Math Imp. of Lowest 25% -
68 points

Alina Gallego

Asst Principal

Years as Administrator: 6

Years at Current School: 2

Credentials

Bachelors of Science in Social Work
 Masters in Social Work
 Specialist in Educational Leadership
 Certification(s)
 Exceptional Student Education K-12
 School Social Worker Pre-K - 12
 Educational Leadership (All Levels)

Performance Record

2013 – School Grade
 Rdg. Proficiency, 68%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 63points
 Rdg. Imp. of Lowest 25% -
 64 points
 Math Imp. of Lowest 25% -
 64 points
 Rdg. AMO –N
 Math AMO–N
 2012 – School Grade A
 Rdg. Proficiency, 70%
 Math Proficiency, 71%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% -
 70 points
 Math Imp. of Lowest 25% -
 81 points
 2011 – School Grade A
 Rdg. Proficiency, 78%
 Math Proficiency, 77%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% -
 79 points
 Math Imp. of Lowest 25% -
 73 points
 2010 – School Grade A
 Rdg. Proficiency, 74%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% -
 65 points
 Math Imp. of Lowest 25% -
 65 points
 2009 – School Grade A
 Rdg. Proficiency, 74%

Math Proficiency, 70%
 Rdg. Lrg. Gains, 46 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% -
 71 points
 Math Imp. of Lowest 25% -
 62 points

Classroom Teachers

of classroom teachers

59

receiving effective rating or higher

59, 100%

Highly Qualified Teachers

73%

certified in-field

56, 95%

ESOL endorsed

41, 69%

reading endorsed

4, 7%

with advanced degrees

31, 53%

National Board Certified

8, 14%

first-year teachers

1, 2%

with 1-5 years of experience

1, 2%

with 6-14 years of experience

27, 46%

with 15 or more years of experience

31, 53%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Data chats with administration and data leaders in order to target instruction. Soliciting personnel referrals from current employees. Attending career job fairs. Teachers will be given common planning time in order to plan within their grade level and vertically with other grade levels. Monitored by the Assistant Principal.

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

- Mentor and mentee are paired by subject
- Common Planning time
- Peer Observations
- Reflection Journal

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 following steps will be considered by the school's MTSS/RtI Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The MTSS/RtI Leadership Team in conjunction with teacher(s) will:

1. Monitor academic and behavior data while evaluating progress by:

- curriculum based on standards
- common assessments
- Implement Response to Intervention problem solving process and monitoring progress of interventions
- Through enrichment opportunities beyond the Reading Wonders materials using accelerated computer programs

2. Gather and analyze data to determine professional development for faculty as indicated by student remediation and enhancement needs.

3. Bi-monthly team meetings focusing on data with the MTSS/RtI Leadership Team.

- The MTSS/RtI Leadership Team will meet on a bi-monthly basis with classroom teachers to engage in the following activities: review monthly test data to drive instruction, identify students who are meeting/exceeding benchmarks or at risk for not meeting benchmarks.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress through bi-monthly staff/Professional development meetings.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions grouping Kindergarten through second, third through five, and six through eighth monitored by the Rtl liaisons.
6. Provide clear indicators of student need and student progress, assisting in examining data the validity and effectiveness of program delivery through walkthroughs and data fluidity.

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

Principal: Anamarie G. Moreiras

Assistant Principals: Alina Gallego

Grade Level/Department Chairpersons: Mirta Lopez, Eileen Jewett, Monica Redondo, Colleen Linares, Virginia Sanchez, Giuseppe Semeraro, Marlissa Rodriguez

Exceptional Student Education (SPED) Teachers: Georgina Mederos

Psychologist: Maria Arguelles

The principal and assistant principal responsibilities include but are not limited to assembly of the MTSS team members, gathering data, pertinent state/district/region information, and ensuring overall success of the team.

Grade Level Chairs are responsible for disseminating information to team members regarding grade level data and progress or lack thereof, brainstorming ideas and creating fluid intervention groups that will improve student achievement.

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

MTSS/Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/Rtl uses targeted instruction and interventions, remediation and enrichment.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum; individual student data is analyzed to determine specific needs.
- The second level of support consists of supplemental instruction and interventions provided based on data results in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by baselines, QMBA, FAIR, Interim Assessments and progress monitoring data using the FCIM. The MTSS/Rtl four step problem-solving models will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and Response to Intervention. In addition, The MTSS/Rtl Leadership Team in conjunction with teacher(s) will:

1. Monitor academic and behavioral data while evaluating progress through:
 - curriculum based on standards
 - common assessments
 - Implement Response to Intervention problem solving process and monitoring progress of interventions
 - enrichment opportunities
2. Gather and analyze data to determine professional development for faculty as indicated by student remediation and enhancement needs.
3. Hold regular team meetings focusing on data with the MTSS/Rtl Leadership Team.

- The MTSS/RtI Leadership Team will meet on a monthly basis with classroom teachers to engage in the following activities: review monthly test data to drive instruction, identify students who are meeting/exceeding benchmarks or are at risk for not meeting benchmarks.
- 4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- 5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions by implementing ongoing daily walkthrough feedback.
- 6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery through walkthroughs and data fluidity.

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

Data will be used to drive instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the implementation of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories using district provided three year trend data per student in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Progress Monitoring and Reporting Network (PMRN)
- Florida Continuous Improvement Model (FCIM)
- Baseline Assessments (Mathematics, Science, Civics, Writing, Reading, Algebra I)
- Interim Assessments
- State/Local Math and Science assessments
- QMBA
- FCAT 2.0
- Student grades
- Computer Resources (Think Central, Reading Plus, SuccessMaker, Accelerated Reader, IXL, I-Ready Behavior)
- Code of Student Conduct
- Alternate to Suspension Plan
- Student Case Management System
- Detentions
- Monitoring of Outdoor/Indoor Suspensions
- Climate Surveys
- Attendance Reports
- Response to Intervention (Behavioral)

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

Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Accessibility of Leadership Team to assist school team and staff problem-solving efforts.

6. Ongoing data-driven professional development activities that align to core student goals and staff needs.
7. Communicating outcomes with stakeholders and highlighting academic success frequently

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 4,800

Computer labs and teacher classrooms are available before and after school for students to work on individualized computer programs aimed at increasing academic performance in student weaknesses or enrichment. Evidence will be collected in the form of a sign-in sheet.

Strategy Purpose(s)

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

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

Data is collected quarterly through PMRN and District Interim Assessments in relation to the attendance of the before school programs in place.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

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

Name	Title
Anamarie G. Moreiras	Principal
Alina Gallego	Assistant Principal
Karina Miguelez	Grade Level Chair
Eileen Jewett	Grade Level Chair
Monica Redondo	Grade Level Chair
Maby Labrada	Grade Level Chair
Colleen Linares	Department Chair
Virginia Sanchez	Test Chairperson
Giuseppe Semeraro	Department Chair
Lesley Sevastopoulos	3rd Grade Teacher

Name	Title
Eliana Martinez	Grade Level Chair
Izarys Ruiz	4th Grade Teacher
Rebecca Puga	5th Grade Teacher
Georgina Mederos	SPED Chair

How the school-based LLT functions

The Literacy Leadership Team meets once a month during the school year. The team engages in the following activities while meeting: Review the assessment data of the previous school year and link to instructional decisions for the new school year; review progress monitoring data at grade level data chats in order to identify students who are working below, on grade, and beyond grade level. Based on the information the team discusses professional development, resources, enrichment/intervention needs, enrichment/intervention schedules and fluidity, and best practices.

Major initiatives of the LLT

The major initiative of the LLT this year will be to provide targeted and rigorous learning activities integrating the Common Core standards to our students including subgroups (Reading: Blacks, Hispanics, ELL, SWD and ED; Math; Blacks, Hispanics, SWD) and to increase the number of students working at grade level and above (Levels 3 and above).

Every Teacher Contributes to Reading Instruction

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

The data leaders will provide professional development to content and special area teachers throughout the year focusing on the use of literacy strategies across the curriculum. Content and special area teachers will be part of on-going data chats focusing on best practices to integrate reading and targeting instruction to meet the needs of all learners. Administration will monitor this process throughout the school year. Teachers will utilize Cross-curricular instruction from multiple content areas into one collaborative and cohesive learning experience. When using this model, students are able to experience their school subjects as connected and interrelated, ensuring all teachers contribute to the reading success.

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

A "Welcome Kindergarten" program has been established and a local preschool has built an ongoing partnership with the school for a smoother Kindergarten transition. Towards the end of the school year, students from the local Pre-K school visit and spend a day in Kindergarten. Through this joint venture, parents and children gain familiarity with kindergarten as well as receive information relative to the registration of student at the school. The principal also meets with the center directors of the neighborhood center.

Weekly tours are conducted, providing families the opportunity to visit their future school. The office staff distributes kindergarten preparation brochures and other documents to interested parents throughout the year.

All incoming Kindergarten students are assessed upon entering. Assessments used are FAIR and FLKRS. After analyzing results, intervention or enrichment is determined and implemented.

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

The school incorporates courses that are necessary to access specific high schools criteria for acceptance in the fields of computer arts, business, graphics, graphic design, visual arts with multimedia approaches, and technology. Throughout the school year students are archiving their work in the form of a portfolio. Students participate in community based art exhibits, art fairs, art walks, and art competitions/contest. The relationship between coursework and relevance to the future is enhanced through a Visiting Artist Program Series, where prominent community leaders/professionals in the arts visit the classrooms and discuss their experiences.

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 school promotes academic and career planning through various avenues. First the school is an audition based magnet school in grades three through five and a lottery based magnet in grades six through eight. Student's schedules and courses are driven based on the strand of the magnet they are enrolled in. The non-magnet students have courses available that target business education and robotics through computer literacy.

Strategies for improving student readiness for the public postsecondary level

South Miami K-8 Center offers Algebra I and Earth and Space courses to give students flexibility in course paths to successfully be admitted to high schools that have these requirements for admission. The C@T and CIE program also incorporates the arts and implications to the real world.

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	76%	68%	No	78%
American Indian				
Asian				
Black/African American	58%	36%	No	62%
Hispanic	78%	69%	No	80%
White	83%	83%	Yes	85%
English language learners	64%	52%	No	68%
Students with disabilities	51%	38%	No	56%
Economically disadvantaged	68%	60%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	153	26%	33%
Students scoring at or above Achievement Level 4	242	42%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		64%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	60	67%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	37	42%	48%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	39	42%	49%

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	119	59%	63%
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	74%	59%	No	77%
American Indian				
Asian				
Black/African American	59%	39%	No	63%
Hispanic	75%	69%	No	78%
White	82%	77%	No	84%
English language learners	63%	54%	No	67%
Students with disabilities	48%	36%	No	54%
Economically disadvantaged	67%	61%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	154	28%	36%
Students scoring at or above Achievement Level 4	214	38%	41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		64%	68%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	10	43%	43%
Middle school performance on high school EOC and industry certifications	13	57%	57%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	43%	43%
Students scoring at or above Achievement Level 4	13	57%	57%

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	47	36%	39%
Students scoring at or above Achievement Level 4	29	22%	23%

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	12	19%	22%
Students scoring at or above Achievement Level 4	22	34%	35%

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)	50		30
Participation in STEM-related experiences provided for students	50	27%	30%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	50	27%	30%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	60	31%	34%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	39	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	13	2%	1%
Students who are not proficient in reading by third grade	36	31%	28%
Students who receive two or more behavior referrals	66	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	16	2%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	39	5%	4%
Students who fail a mathematics course	4	2%	1%
Students who fail an English Language Arts course	1	1%	1%
Students who fail two or more courses in any subject	1	1%	1%
Students who receive two or more behavior referrals	66	8%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	16	2%	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

The parental involvement targets for South Miami K-8 Center is to provide stakeholders a partnership that allows for every student to achieve.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
number of parent engagement opportunities offered in the school year	20	60%	64%
average number of parents in attendance at parent engagement opportunities	410	50%	55%
percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities	50	6%	8%

Goals Summary

- G1.** On the 2013 FCAT 2.0 reading sub-test, 68% of our students scored proficient.
- G2.** On the 2013 FCAT 2.0 writing sub-test 59% of our students scored 3.5 or higher.
- G3.** On the 2013 FCAT 2.0 Mathematics sub-test 68% of our students scored proficient.
- G4.** On the 2013 EOC, 54% of our students participated in accelerated programs while performing at 100% mastery.
- G5.** On the 2013 Algebra I EOC, 100% of our students scored at mastery.
- G6.** On the 2013 FCAT 2.0 elementary science sub-test, 58% of our students scored proficient.
- G7.** On the 2013 FCAT 2.0 middle school science sub-test 53% of our students scored proficient.
- G8.** To incorporate STEM in more grade level and course offerings.
- G9.** Our goal is to integrate the Common Core Reading Standards for Literacy in Science, Math and Technical Subjects into the CTE content area curriculum.
- G10.** On the 2013 Civics Baseline Assessment three percent of the students scored at or above proficiency.
- G11.** The 2012-2013 school year showed thirty nine students miss 10% of instruction, twelve students were retained, thirty six students weren't proficient in reading and sixteen students received one or more behavioral referrals.
- G12.** The 2012-2013 school year showed that thirty nine students missed 10% of instruction, five students failed a course, and sixty six students received one or more behavioral referrals.
- G13.** Our goal for the 2013-2014 school year is to increase the amount of parental involvement opportunities in school-wide activities by five percent.

Goals Detail

G1. On the 2013 FCAT 2.0 reading sub-test, 68% of our students scored proficient.**Targets Supported**

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

Resources Available to Support the Goal

- The resources needed to carry out our goal includes Reading Wonders series, McDougall Littell Literature series, Voyager intervention materials, online resources (SuccessMaker, Reading Plus, Gizmos, Accelerated Reader, iReady, Florida Achieves and Ticket-to-Read) Daily task card use, grade appropriate novels/texts, Wordly Wise, Vocabulary Workshop and Grammar Workshop, teacher made test, mini-assessments, Interim Assessments, and FCAT 2.0 .

Targeted Barriers to Achieving the Goal

- As noted on the administration of the 2013 FCAT Reading Sub - test, the Black, Hispanic, ELL, SWD, and ED subgroups did not meet their AMO target. Students' showed a deficiency in Reporting Category 1, Vocabulary.
- Students scoring at Achievement Level 3 demonstrated a deficiency on the 2013 Administration of the FCAT 2.0 Reading Test on Reporting Category 4, Informational Text/Research Process.
- Students scoring at or above Achievement Level 4 showed minimal growth and their results would require students to maintain or improve performance as noted on the 2013 administration of the FCAT Reading sub-test was Reporting Category 4, Informational Text/Research Process.
- Students making learning gains demonstrated a deficiency on the 2013 FCAT 2.0 in Reporting Category 2, Reading Application.
- Students in lowest 25% making learning gains on the 2013 FCAT 2.0 demonstrated a deficiency in Reporting Category 2, Reading Application.
- Students scoring proficient in the LISTENING/SPEAKING sub-section of the 2013 CELLA demonstrated a deficiency in the student teacher dialogue.
- Students scoring proficient in READING sub-section of the 2013 CELLA demonstrated a deficiency with vocabulary.
- Students scoring proficient in WRITING sub-section of the 2013 CELLA demonstrated a deficiency with subject verb agreement.

Plan to Monitor Progress Toward the Goal

Following FCIM using data from Interim Assessments and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessments: Results of the 2014 FCAT 2.0/CELLA

G2. On the 2013 FCAT 2.0 writing sub-test 59% of our students scored 3.5 or higher.**Targets Supported**

- Writing

Resources Available to Support the Goal

- Wordly Wise, course anthology, interactive journals, journals, Grammar Workshop, Vocabulary Workshop

Targeted Barriers to Achieving the Goal

- As noted on the 2013 FCAT 2.0 Writing Assessment students in fourth grade lacked the necessary skills to give quality, varied and effective supporting details.
- As noted on the 2013 FCAT 2.0 Writing Assessment students in eighth grade lacked the necessary skills to use appropriate supporting arguments.

Plan to Monitor Progress Toward the Goal

Following the FCIM using data from Interim Assessments and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Interim Assessment Summative: results for the FCAT 2.0 Writing

G3. On the 2013 FCAT 2.0 Mathematics sub-test 68% of our students scored proficient.**Targets Supported**

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

Resources Available to Support the Goal

- The resources needed to help carry out the goal include, Go Math series including all supplemental materials, McDougal series, online resources (IXL, Gizmos, Go Math, Think Central, Florida Achieves, National Library of Virtual Manipulatives, iReady,) manipulatives, Interim Assessments, mini-assessments, teacher made assessments and FCAT 2.0.

Targeted Barriers to Achieving the Goal

- Students scoring at Achievement Level 3 demonstrated a deficiency on the 2013 Administration of the FCAT 2.0 Mathematics sub- test on Geometry and Measurement.
- The data results of students scoring at or above Achievement Level 4 on the 2013 FCAT 2.0 Mathematics sub-test demonstrated a deficiency in Geometry and Measurement.
- Students making learning gains; in the 2013 FCAT 2.0 Mathematics Assessment demonstrated a deficiency in Geometry and measurement.
- Students in lowest 25% as noted on the 2013 FCAT 2.0 Mathematics assessment, common areas of weakness include Number: Operations, Problems, and Statistics.
- Based on 2013 Administration of thr FCAT 2.0 Mathematics sub-test, the AMO target and showed a defieciency in Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Following FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Results of the 2014 FCAT 2.0

G4. On the 2013 EOC, 54% of our students participated in accelerated programs while performing at 100% mastery.

Targets Supported**Resources Available to Support the Goal**

- Prentice Hall Algebra I textbook and workbook. Online support materials including Pearson Power Algebra I online workbook. Lego Mindstorm NXT, Microsoft Suite, APP Inventor, Scratch programming, Mindcraft EDU

Targeted Barriers to Achieving the Goal

- Participation in EOC programs is hindered by the lack of industry certified teachers and scheduling conflicts associated with a K-8 school.
- Performance on EOC's are hindered by the lack of industry certified teachers and scheduling conflicts associated with a K-8 school.

Plan to Monitor Progress Toward the Goal

Following the FCIM using data from Interim and EOC exams

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Results of the 2014 EOC exams

G5. On the 2013 Algebra I EOC, 100% of our students scored at mastery.**Targets Supported**

- Algebra 1 EOC

Resources Available to Support the Goal

- Prentice Hall Algebra I textbook and workbook. Online support materials including Pearson Power Algebra I online workbook.

Targeted Barriers to Achieving the Goal

- According to the 2013 Algebra EOC assessment, students scoring at Level 3 had difficulty with Reporting Category 3, Rationals, Radicals, Quadratics, and Discrete Mathematics.
- According to the 2013 Algebra EOC assessment, students scoring at Level 4 and above had difficulty with Reporting Category 3, Rationals, Radicals, Quadratics, and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Following FCIM using data from Interim Assessment and Algebra I EOC

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Results of the 2014 Algebra I EOC

G6. On the 2013 FCAT 2.0 elementary science sub-test, 58% of our students scored proficient.**Targets Supported**

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Resources needed to carry out the goal are course specific district provided texts and supplementary materials, computer based programs/resources (Gizmos, FCAT Explorer, Discovery Learning, PBS Online, SMART Board) and project based learning activities.

Targeted Barriers to Achieving the Goal

- Students scoring at Achievement Level 3 on the 2013 FCAT 2.0 Science sub-test experienced the most difficulty in Reporting Category 1, Nature of Science.
- Students scoring at Achievement Level 4 or higher on the 2013 FCAT 2.0 Science sub-test demonstrated a deficiency in Reporting Category 3, Physical Science.

Plan to Monitor Progress Toward the Goal

Following the FCIM using data from Interim Assessments and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Results of the 2014 FCAT 2.0 Science sub-test

G7. On the 2013 FCAT 2.0 middle school science sub-test 53% of our students scored proficient.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Resources needed to carry out goal are course specific district provided texts and supplementary materials, computer based programs/resources (Gizmos, FCAT Explorer, Discovery Learning, PBS Online, SMART Board) and project based learning activities.

Targeted Barriers to Achieving the Goal

- Students scoring at Achievement Level 3 on the 2013 FCAT 2.0 Science sub-test experienced the most difficulty in Reporting Category 1, Nature of Science.
- Students scoring at Achievement Level 4 or higher on the 2013 FCAT 2.0 Science sub-test experienced the most difficulty in Reporting Category 1, Nature of Science.

Plan to Monitor Progress Toward the Goal

Following the FCIM using data from Interim Assessment and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Results of the 2014 FCAT 2.0 Science sub-test

G8. To incorporate STEM in more grade level and course offerings.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- The resources needed to carry out our goal includes Reading Wonders series, Literature series, Grammar Workshop, Vocabulary Workshop, Voyager intervention materials, online resources (SuccessMaker, Reading Plus, Gizmos, Accelerated Reader, iReady Florida Achieves), Daily task cards, grade appropriate novels/texts, Wordly Wise, teacher made test, mini-assessments, Interim Assessments, and FCAT 2.0 .

Targeted Barriers to Achieving the Goal

- The school offers few STEM experiences that students have access to.
- Scheduling conflicts limit course participation.

Plan to Monitor Progress Toward the Goal

Following FCIM using data from Interim Assessment, FCAT 2.0

Person or Persons Responsible

MTSS/Rtl team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Results of the 2014 FCAT 2.0

G9. Our goal is to integrate the Common Core Reading Standards for Literacy in Science, Math and Technical Subjects into the CTE content area curriculum.

Targets Supported

- CTE

Resources Available to Support the Goal

- The resources needed to carry out our goal includes Reading Wonders series, Literature series, Vocabulary Workshop, Grammar Workshop, Voyager intervention materials, online resources (SuccessMaker, Reading Plus, Gizmos, Accelerated Reader), Daily task cards, grade appropriate novels/texts, Wordly Wise, teacher made test, mini-assessments, Interim Assessments, and FCAT 2.0 . Go Math series including all supplemental materials, McDougal series, online resources (IXL, Gizmos, Go Math, Think Central, Florida Achieves, National Library of Virtual Manipulatives) manipulatives, Interim Assessments, mini-assessments, teacher made assessments and FCAT 2.0. District provided texts and supplementary materials, computer based programs/resources (Gizmos, FCAT Explorer, Discovery Learning, PBS Online, SMART Board) and project based learning activities.

Targeted Barriers to Achieving the Goal

- Student enrollment into the CTE courses are limited due to scheduling limitations.
- The lack of students student's taking CTE exams is due to the shortage of staff holding industry certifications.
- The school is hindered in adding CTE courses due to teachers lacking industry certifications.

Plan to Monitor Progress Toward the Goal

Following the FCIM using data from Interim and FCAT 2.0 and Industry Certification Exams

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Results of the 2014 FCAT 2.0

G10. On the 2013 Civics Baseline Assessment three percent of the students scored at or above proficiency.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- McGraw Hill Florida Civics Economics and Geography; ConnectED; ICivics: Library of Congress; CPALMS; Civics Tool Kit

Targeted Barriers to Achieving the Goal

- Based on the 2013 District Civics Baseline Assessment students demonstrated a weakness in the area of Organization and Function of Government.

Plan to Monitor Progress Toward the Goal

Following the FCIM using data from Interim Assessment and 2014 Civics EOC

Person or Persons Responsible

MTSS/Rtl team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Results of the 2014 Civics EOC

G11. The 2012-2013 school year showed thirty nine students miss 10% of instruction, twelve students were retained, thirty six students weren't proficient in reading and sixteen students received one or more behavioral referrals.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Reading Wonders series, Literature series, Voyager intervention materials, online resources (SuccessMaker, Reading Plus, Gizmos, Accelerated Reader), Daily task cards, grade appropriate novels/texts, Wordly Wise, teacher made test, mini-assessments, Interim Assessments, FCAT 2.0, Student Code of Conduct manual, and ConnectED messages.

Targeted Barriers to Achieving the Goal

- Students who miss 10% or more of instruction is due to students and parents being unfamiliar with the District's Attendance policy.
- The students who were not proficient in reading by third grade was due to the lack of interventions in targeted weaknesses.
- Students who received two or more behavioral referrals is correlated to students and parents who are unfamiliar with the Student Code of Conduct in regards to indoor and outdoor suspensions

Plan to Monitor Progress Toward the Goal

Following the Student Code of Conduct and analyzing attendance, suspension, and intervention reports.

Person or Persons Responsible

MTSS/Rtl team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Report Cards

G12. The 2012-2013 school year showed that thirty nine students missed 10% of instruction, five students failed a course, and sixty six students received one or more behavioral referrals.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- The resources needed to carry out our goal includes Reading Wonders series, Literature series, Voyager intervention materials, online resources (SuccessMaker, Reading Plus, Gizmos, Accelerated Reader), Daily task cards, grade appropriate novels/texts, Wordly Wise, teacher made test, mini-assessments, Interim Assessments, FCAT 2.0, and Student Code of Conduct .

Targeted Barriers to Achieving the Goal

- Students who miss 10% of instruction or more is due to students and parents that are unfamiliar with the District attendance policies.
- Students who fail one or more courses is due to the lack of attendance in before and after school tutorials available to them
- The Students who received one or more referrals were due in part because the students and parents are unfamiliar with the Student Code of Conduct..

Plan to Monitor Progress Toward the Goal

Following the Student Code of Conduct

Person or Persons Responsible

MTSS/Rtl team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Report Cards and Attendance Records

G13. Our goal for the 2013-2014 school year is to increase the amount of parental involvement opportunities in school-wide activities by five percent.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- School website, Communication folder, ConnectEd messages, Parent Resource Center, flyers, school wide activities, PTA events,

Targeted Barriers to Achieving the Goal

- The majority of our student body is from out of the area due to the magnet programs offered at the school.

Plan to Monitor Progress Toward the Goal

Following the framework established by the district regarding Parent Involvement

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Sign-in sheets and approved volunteer list

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 reading sub-test, 68% of our students scored proficient.

G1.B1 As noted on the administration of the 2013 FCAT Reading Sub - test, the Black, Hispanic, ELL, SWD, and ED subgroups did not meet their AMO target. Students' showed a deficiency in Reporting Category 1, Vocabulary.

G1.B1.S1 Our strategies for 2013-2014 school year is to provide practice in determining meaning of general academic and domain specific words and phrases in a text relevant to the main idea or Author's Purpose.

Action Step 1

The use of Higher Order Thinking Questioning; word walls, personal dictionaries, context clue chart, and multiple meaning charts to develop a mature vocabulary and skills needed to find meaning in unknown words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, site generated assessments

Facilitator:

District Reading Wonders

Participants:

Elementary Reading Teachers

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Quizzes, Test, and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Formative Assessments, Quizzes, Test, Interim Assessments

G1.B2 Students scoring at Achievement Level 3 demonstrated a deficiency on the 2013 Administration of the FCAT 2.0 Reading Test on Reporting Category 4, Informational Text/Research Process.

G1.B2.S1 Our strategy for 2013-2014 school year is to provide practice with real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.

Action Step 1

Provide opportunities to sample real world texts across different subjects focusing on text features using a text features chart to facilitate the learning process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples, site generated assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Quizzes, test, and Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Formative Assessments, quizzes, test, Interim Assessments

G1.B3 Students scoring at or above Achievement Level 4 showed minimal growth and their results would require students to maintain or improve performance as noted on the 2013 administration of the FCAT Reading sub-test was Reporting Category 4, Informational Text/Research Process.

G1.B3.S1 Provide students with opportunities to use real world documents and apply reading strategies across different platforms for enrichment and development of research skills.

Action Step 1

Students will read fiction and nonfiction to compare and contrast story elements within and across complex texts. Graphic organizers, anchoring conclusions back to the text and text marking will be the instructional tools used to enrich the reading application process. Using real-world documents such as, how-to articles, brochures, fliers, and websites, students will utilize text features to locate, interpret, and organize information. Students should make connections between the texts of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Quizzes, test, and Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Formative Assessments, quizzes, test, Interim Assessments

G1.B4 Students making learning gains demonstrated a deficiency on the 2013 FCAT 2.0 in Reporting Category 2, Reading Application.

G1.B4.S1 Provide opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Action Step 1

Students should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students should be provided practice in making inferences and drawing conclusions within and across texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

student work and site generated assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Quizzes, test and Interim 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

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments, quizzes, test, and Interim Assessments

G1.B5 Students in lowest 25% making learning gains on the 2013 FCAT 2.0 demonstrated a deficiency in Reporting Category 2, Reading Application.

G1.B5.S1 Provide students opportunities to understand character development, character point of view by asking open ended questions.

Action Step 1

Students will compare and contrast the point of view from different stories narrated/read, events or topics including the differences between first and third person narrations, firsthand or secondhand account. Provide practice in identifying topics and themes within and across texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

student work and site generated assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Quizzes, test, and Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments, quizzes, test, and Interim Assessments

G1.B6 Students scoring proficient in the LISTENING/SPEAKING sub-section of the 2013 CELLA demonstrated a deficiency in the student teacher dialogue.

G1.B6.S1 Provide students with opportunities to engage in conversation outside of the classes and classroom.

Action Step 1

Provide Title III tutorials before and after school focusing on dialogues. Engage in casual conversations or questioning and answering throughout all classes in English

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student observation, student work and site generated assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi monthly

Evidence of Completion

Classroom walkthroughs, quizzes, test and Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments, quizzes, tests and Interim Assessments

G1.B7 Students scoring proficient in READING sub-section of the 2013 CELLA demonstrated a deficiency with vocabulary.

G1.B7.S1 Provide opportunities for students to activate their prior knowledge on the topic and provide relevant context for material to be meaningful.

Action Step 1

Teachers will use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the reading passage. Visual/graphic organizers will be used before presenting a reading passage. The provision of additional contextual information in the form of a visual will assist in increased comprehension.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work and site generated assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Quizzes, test and Interim Assessments.

Plan to Monitor Effectiveness of G1.B7.S1

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

Person or Persons Responsible

LLT Team

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments, Quizzes, test and Interim Assessments

G1.B8 Students scoring proficient in WRITING sub-section of the 2013 CELLA demonstrated a deficiency with subject verb agreement.

G1.B8.S1 Provide opportunities for students to reinforce their written communications skills with the use of dialogue and interactive journals.

Action Step 1

The use of a dialogue journal to provide continuous written communication practice as well as interactive journals across different subjects exposing the student to more vocabulary in written communication. Additionally, guide students in writing samples to focus on steps: planning, drafting, revising, editing, and publishing, as well as, focus, organization, supporting details and conventions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

students work, rubrics, site generated assessments

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

Following the FCIM model, bi-monthly assessment data reports will be reviewed and writing instruction as well as DI groups will be adjusted as needed

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Quizzes, test, Interim Assessments

Plan to Monitor Effectiveness of G1.B8.S1

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

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments, quizzes, test and Interim Assessments

G2. On the 2013 FCAT 2.0 writing sub-test 59% of our students scored 3.5 or higher.

G2.B1 As noted on the 2013 FCAT 2.0 Writing Assessment students in fourth grade lacked the necessary skills to give quality, varied and effective supporting details.

G2.B1.S1 Our strategy for 2013-2014 school year is to provide students with support elaborating using explicit instruction techniques and providing time for independent practice.

Action Step 1

Provide students with opportunities to utilize drafting techniques for effective writing by transitioning from a plan to a draft, writing as quickly as possible, drafting in present tense and first person point of view; developing a pre-writing plan to create a picture; using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work and site generated assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Writing Samples, Teacher Created/District Assessments

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments, test, Teacher Created/District Assessments

G2.B2 As noted on the 2013 FCAT 2.0 Writing Assessment students in eighth grade lacked the necessary skills to use appropriate supporting arguments.

G2.B2.S1 Provide students with opportunities for creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas.

Action Step 1

Incorporate a selection of sentence variety and sentence combining activities. Use words and phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence. Conduct peer sharing and editing, as well as student-teacher writing conferences using editor's checklist.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, site generated assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Quizzes, test, Interim Assessments

Plan to Monitor Effectiveness of G2.B2.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment. test, quizzes, Interim Assessment

G3. On the 2013 FCAT 2.0 Mathematics sub-test 68% of our students scored proficient.

G3.B1 Students scoring at Achievement Level 3 demonstrated a deficiency on the 2013 Administration of the FCAT 2.0 Mathematics sub- test on Geometry and Measurement.

G3.B1.S1 Teachers will provide additional time to compose, decompose, and transform polygons to create and identify other polygons. Students will be given real-world problems involving perimeter, which may include using an appropriate tool to measure the dimensions of the object.

Action Step 1

Students will be given extra resources to help finding understanding in comparing and ordering fractions, including fractions greater than one, using models or manipulatives. In grades five through eight, students demonstrated a lack of understanding in the area of Geometry and Measurement. Teachers will provide additional time to compose, decompose, and transform polygons to create and identify other polygons. Students will be given real-world problems involving perimeter, which may include using an appropriate tool to measure the dimensions of the object.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Student Work and site generated assessments

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

Following the FCIM model, bi-monthly assessments' data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Quizzes and test and Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative assessments and Interim Assessment

G3.B2 The data results of students scoring at or above Achievement Level 4 on the 2013 FCAT 2.0 Mathematics sub-test demonstrated a deficiency in Geometry and Measurement.

G3.B2.S1 The use of virtual manipulates as enrichment activities to explore Mathematical Geometric Concepts of two- dimensional figures using the National Library of Virtual Manipulatives and the measuring of objects using fractional parts of linear units.

Action Step 1

Provide activities that promote the composing and decomposing of geometric figures; describing, analyzing, comparing, classifying; building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-dimensional shapes/objects with the use of manipulatives. Solve real-world problems involving perimeter, which may include using an appropriate tool to measure the dimensions of the object.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Student work samples, Site generated assessments

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

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

Person or Persons Responsible

LLT Team

Target Dates or Schedule

bi-monthly

Evidence of Completion

Quizzes, test, and Interim Assessment

Plan to Monitor Effectiveness of G3.B2.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative assessment, Interim Assessments

G3.B3 Students making learning gains; in the 2013 FCAT 2.0 Mathematics Assessment demonstrated a deficiency in Geometry and measurement.

G3.B3.S1 Increased implementation of web based resources such as SuccessMaker, Gizmos, iReady, IXL, Florida Achieves focusing on Geometry and Spatial Sense throughout the school day and home learning in addition to the core curriculum will assist students to gain greater depth of knowledge of the subject matter.

Action Step 1

Increase tutorial participation by allowing students to come to the computer lab during homeroom and special area classes to complete computer based programs. Assign computer based assignments for home learning

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

computer lab sign-ins, work samples, site generated assessment

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

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

bi-monthly

Evidence of Completion

Quizzes, test, and interim assessments

Plan to Monitor Effectiveness of G3.B3.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

monthly

Evidence of Completion

Formative assessments, Interim assessments

G3.B4 Students in lowest 25% as noted on the 2013 FCAT 2.0 Mathematics assessment, common areas of weakness include Number: Operations, Problems, and Statistics.

G3.B4.S1 Students will be provided the instructional support needed to develop quick recall of the four basic operations and the ability to recognize the proper operation in a word problem using key vocabulary words. Teachers will utilize reading strategies to assist student in breaking down mathematical word problems for increased comprehension.

Action Step 1

Have students identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts; identify fact families that demonstrate the inverse relationship between multiplication and division; identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Work samples, site generated assessments

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

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

bi-monthly

Evidence of Completion

Quizzes, test, and Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

monthly

Evidence of Completion

Formative assessments, Interim assessments

G3.B5 Based on 2013 Administration of the FCAT 2.0 Mathematics sub-test, the AMO target and showed a deficiency in Geometry and Measurement.

G3.B5.S1 Support mathematical fluency and problem solving skills in the areas of properties of two-dimensional shapes, perimeter, and measurement by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Provide the opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations as well as, provide students with grade-level appropriate opportunities to construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data and use them to solve problems. In addition, support students as they make sense of problems and persevere in solving them, taking advantage of learning opportunities and adjusting instruction appropriately to meet student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

student work samples, site generated assessments

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

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Quizzes, test, Interim Assessment

Plan to Monitor Effectiveness of G3.B5.S1

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

monthly

Evidence of Completion

Formative assessment and Interim Assessment

G4. On the 2013 EOC, 54% of our students participated in accelerated programs while performing at 100% mastery.

G4.B1 Participation in EOC programs is hindered by the lack of industry certified teachers and scheduling conflicts associated with a K-8 school.

G4.B1.S1 Provide teachers with PD opportunities at school site or off campus on CCSS Literacy Standards for Technical Subjects. In addition, teachers will participate in online PD, related to EOC and Common Core State Standards and develop a flexible schedule that will allow more students to enroll in EOC eligible courses.

Action Step 1

Provide teachers with professional learning opportunities to integrate common core standards in the their EOC curriculum while offering an additional EOC course.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development Certificate of Completion

Facilitator:

District

Participants:

EOC teachers

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

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

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Quizzes, test, and Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

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

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments, Interim Assessments

G4.B2 Performance on EOC's are hindered by the lack of industry certified teachers and scheduling conflicts associated with a K-8 school.

G4.B2.S1 Provide teachers PD opportunities at school site or off campus for EOC teachers on CCSS Literacy Standards for Technical Subjects. In addition, EOC teachers will participate in online PD, related to EOC and Common Core State Standards.

Action Step 1

Provide teachers with professional learning opportunities to effectively integrate common core standards in the their EOC curriculum to maintain the current level of performance

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

professional development completion certificate

Facilitator:

District

Participants:

EOC Teachers

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

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

quizzes, test and Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessment, Interim Assessments

G5. On the 2013 Algebra I EOC, 100% of our students scored at mastery.

G5.B1 According to the 2013 Algebra EOC assessment, students scoring at Level 3 had difficulty with Reporting Category 3, Rationals, Radicals, Quadratics, and Discrete Mathematics.

G5.B1.S1 Provide opportunities for students to solve algebraic proportions in real-world and mathematical contexts; solve real-world problems using quadratic equations; perform set operations, such as union and intersection, complement, and cross product.

Action Step 1

Solve real-world problems using quadratic equations. Perform set operations, such as union and intersection, complement, and cross product and use Venn diagrams to explore and make arguments about relationships among sets.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Work samples, site generated assessments

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

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Quizzes, tests and Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments and Interim Assessments

G5.B2 According to the 2013 Algebra EOC assessment, students scoring at Level 4 and above had difficulty with Reporting Category 3, Rationals, Radicals, Quadratics, and Discrete Mathematics.

G5.B2.S1 Provide opportunities for students to add, subtract, multiply, and divide radical expressions and simplify the results, solve real-world problems using quadratic equations, and perform set operations, such as union and intersection, complement, and cross product.

Action Step 1

Support mathematical fluency and problem solving skills in the areas of quadratic equations, rational and radical expressions, algebraic proportions and set theory by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

studnet work samples, site generated assessments

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

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

bi-monthly

Evidence of Completion

quizzes, tests and Interim Assessments

Plan to Monitor Effectiveness of G5.B2.S1

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

monthly

Evidence of Completion

Formative assessment, Interim Assessment

G6. On the 2013 FCAT 2.0 elementary science sub-test, 58% of our students scored proficient.

G6.B1 Students scoring at Achievement Level 3 on the 2013 FCAT 2.0 Science sub-test experienced the most difficulty in Reporting Category 1, Nature of Science.

G6.B1.S1 Teachers will plan collaboratively on a weekly basis using the District Pacing Guide and Promote Project Based Learning throughout the year. The use of computer based science programs such as Gizmos to reinforce learned skills and hone in on Nature of Science strands in and out of the classroom.

Action Step 1

Students will formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Student work and site generated assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

bi-monthly

Evidence of Completion

quizzes, test and Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

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

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments and Interim Assessments

G6.B2 Students scoring at Achievement Level 4 or higher on the 2013 FCAT 2.0 Science sub-test demonstrated a deficiency in Reporting Category 3, Physical Science.

G6.B2.S1 Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards. Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

Action Step 1

Students will consistently be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Person or Persons Responsible

Teacher

Target Dates or Schedule

weekly

Evidence of Completion

student work and site generated assessments

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

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

bi-monthly

Evidence of Completion

quizzes, test and Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S1

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessments and Interim Assessments

G7. On the 2013 FCAT 2.0 middle school science sub-test 53% of our students scored proficient.

G7.B1 Students scoring at Achievement Level 3 on the 2013 FCAT 2.0 Science sub-test experienced the most difficulty in Reporting Category 1, Nature of Science.

G7.B1.S1 Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. Encourage students to communicate verbally (accountable talk) and in writing. 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 identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences, predictions, differentiate replication and repetition, and distinguish between theories and laws. Students will use interactive journals and computer based programs such as Gizmos.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

student work and site generated assessment

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

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

bi-monthly

Evidence of Completion

quizzes, test, and Interim Assessment

Plan to Monitor Effectiveness of G7.B1.S1

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

monthly

Evidence of Completion

Formative Assessment and Interim Assessment

G7.B2 Students scoring at Achievement Level 4 or higher on the 2013 FCAT 2.0 Science sub-test experienced the most difficulty in Reporting Category 1, Nature of Science.

G7.B2.S1 Provide enrichment through the development of Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. Increasing the 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 be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, and distinguish between theories and laws.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Student work and site generated assessment

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

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

bi-monthly

Evidence of Completion

Quizzes, test, and Interim Assessments

Plan to Monitor Effectiveness of G7.B2.S1

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

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments and Interim Assessments

G8. To incorporate STEM in more grade level and course offerings.

G8.B1 The school offers few STEM experiences that students have access to.

G8.B1.S1 Introduce TEAM in the Elementary School in grades one, two and three and STEM in Business Technology Education courses.

Action Step 1

Increase the amount of project based learning experiences in the lower grades and participate in more project based learning experiences such as Fairchild Challenge and Science Fair competitions held across the District.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work and site generated assessments

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

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

bi-monthly

Evidence of Completion

Interim assessments, entries into the Science Fair and the Fairchild Challenge

Plan to Monitor Effectiveness of G8.B1.S1

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments, Science Fair entries

G8.B2 Scheduling conflicts limit course participation.

G8.B2.S1 Students will have an opportunity for hands on learning, discovery learning, interactive technology involvement, and access to technology literacy in their different core subjects.

Action Step 1

Increase project based learning activities across all subjects delineated by the CCSS. In addition students will have an opportunity for hands on learning, discovery learning, interactive technology involvement, and access to technology literacy in their different core subjects.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

students work, site generated assessment

Plan to Monitor Fidelity of Implementation of G8.B2.S1

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

quizzes, test, and Interim Assessment

Plan to Monitor Effectiveness of G8.B2.S1

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

monthly

Evidence of Completion

Formative assessment and Interim Assessment

G9. Our goal is to integrate the Common Core Reading Standards for Literacy in Science, Math and Technical Subjects into the CTE content area curriculum.

G9.B1 Student enrollment into the CTE courses are limited due to scheduling limitations.

G9.B1.S1 Common Core State Standards (CCSS) will be implemented in all subjects: Reading Standards for Literacy in Science, Mathematics and Technical Subjects.

Action Step 1

Provide opportunities for students to apply literacy and CTE related skills when solving real-world problems during competitions and other events, such as Fairchild Challenge, Miami Dade Youth Fair and Science Fair.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Student work, site generated assessments and Science Fair entries

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

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

bi-monthly

Evidence of Completion

Quizzes, test, science projects, and Interim Assessments

Plan to Monitor Effectiveness of G9.B1.S1

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments, Science Fair projects, Interim Assessments

G9.B2 The lack of students student's taking CTE exams is due to the shortage of staff holding industry certifications.

G9.B2.S1 Provide teachers PD opportunities at school site or off campus for CTE teachers on CCSS Literacy Standards for Technical Subjects.

Action Step 1

CTE teachers will participate in online Professional Development, related to CTE and Common Core State Standards and implement the CCSS across all academic principles.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

students work and site generated assessment

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

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

quizzes, test and Interim assessments

Plan to Monitor Effectiveness of G9.B2.S1

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments and Interim Assessments

G9.B3 The school is hindered in adding CTE courses due to teachers lacking industry certifications.

G9.B3.S1 Provide opportunities for teachers to attend district and off campus professional developments in order to gain industry certifications.

Action Step 1

Give teachers opportunities to find professional developments within the district or independent establishments to obtain certifications that can be applied within the school's capacity.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development workshops attended

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

To implement the Individual Professional Development Plan (IPDP), attend all required and voluntary professional development sessions throughout the school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development certificates of completion

Plan to Monitor Effectiveness of G9.B3.S1

To implement the Individual Professional Development Plan (IPDP), attend required and voluntary professional development sessions throughout the school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development certificates of completion and if applicable, industry certifications.

G10. On the 2013 Civics Baseline Assessment three percent of the students scored at or above proficiency.

G10.B1 Based on the 2013 District Civics Baseline Assessment students demonstrated a weakness in the area of Organization and Function of Government.

G10.B1.S1 Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues.

Action Step 1

Students will utilize print and non-print resources to research specific issues related to government and civics. Students will be given alternate solutions to the problems researched. Following district pacing guides using Common Core State Standards for Literacy, Writing, and Speaking, through Civics content.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work and site generated assessments

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

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Quizzes, tests, and Interim Assessments

Plan to Monitor Effectiveness of G10.B1.S1

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments, Interim Assessments

G11. The 2012-2013 school year showed thirty nine students miss 10% of instruction, twelve students were retained, thirty six students weren't proficient in reading and sixteen students received one or more behavioral referrals.

G11.B1 Students who miss 10% or more of instruction is due to students and parents being unfamiliar with the District's Attendance policy.

G11.B1.S1 In order to educate students of district policies we will address attendance guidelines during morning announcements, discipline assemblies, and homeroom.

Action Step 1

Students with excessive absences will be identified and referred for intervention to the school counselor and/or school social worker.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Class Attendance records

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

Following the Student Code of Conduct and analyzing the attendance reports for commonalities.

Person or Persons Responsible

LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Cognos Reports and District Attendance Reports

Plan to Monitor Effectiveness of G11.B1.S1

Following the Student Code of Conduct and analyzing the attendance reports for commonalities.

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance reports, Report Cards

G11.B2 The students who were not proficient in reading by third grade was due to the lack of interventions in targeted weaknesses.

G11.B2.S1 Students who are not proficient readers will follow the RtI process and receive the interventions and continued support through differentiated instruction, tutorials either before school, after school and/or during homeroom.

Action Step 1

Teachers will identify low performing students and students will receive intervention and additional support in the area of reading through interventions, tutorials and differentiated instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work and Intervention schedules

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

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

Person or Persons Responsible

LLT team

Target Dates or Schedule

Bi- monthly

Evidence of Completion

Tutorial sign-ins, Intervention logs, Interim Assessments, Rtl reports

Plan to Monitor Effectiveness of G11.B2.S1

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

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

Tutorial sign-ins, Intervention logs, Interim Assessments, Rtl reports and PMRN reports

G11.B3 Students who received two or more behavioral referrals is correlated to students and parents who are unfamiliar with the Student Code of Conduct in regards to indoor and outdoor suspensions

G11.B3.S1 Inform students and parents about Student Code of Conduct and the expectations of the school and the district as it pertains to their children.

Action Step 1

Student will be informed of the Code of Student Conduct guidelines through discipline assemblies, in-class presentations by counselors, morning announcements, individual student conferences and behavioral contracts. Parents will learn about the Code of Student Conduct via Connect-Ed messages, Acknowledgement Receipt, Open House, Meet and Greet, parent teacher conferences, flyers via the communication folder and school's web-site.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Sign-in logs, Parent communication logs,

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

Following the Student Code of Conduct

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Suspension reports and follow up meetings on behavioral referrals and contracts

Plan to Monitor Effectiveness of G11.B3.S1

Following the Student Code of Conduct

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

Suspension reports

G12. The 2012-2013 school year showed that thirty nine students missed 10% of instruction, five students failed a course, and sixty six students received one or more behavioral referrals.

G12.B1 Students who miss 10% of instruction or more is due to students and parents that are unfamiliar with the District attendance policies.

G12.B1.S1 To educate students of the district policies and ensure they as well as attendance guidelines are addressed during morning announcements, discipline assemblies, and classroom visits.

Action Step 1

Students with excessive absences will be identified and referred for intervention to the school counselor and/or school social worker. Monitored by administration and evaluated using the absence and tardy records of students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance reports, Student work

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

Following the Student Code of Conduct and analyzing attendance reports.

Person or Persons Responsible

LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Flyers home, ConnectED Messages, Discipline assemblies

Plan to Monitor Effectiveness of G12.B1.S1

Following the Student Code of Conduct and analyzing attendance reports

Person or Persons Responsible

LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Report cards, Parent Conferences, Sign-in sheets

G12.B2 Students who fail one or more courses is due to the lack of attendance in before and after school tutorials available to them

G12.B2.S1 Offer tutorials for students before and after school. Provide target instruction via computer based programs that strengthen students weakness.

Action Step 1

Provide differentiated instruction focusing on students weaknesses evidenced through classroom assessments. Give struggling students opportunities to receive extended instruction via tutorials before school, after school or during homeroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

student work and site generated assessments

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

Following the FCIM model, analyzing student assessments reports and creating interventions for eligible students.

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Quizzes, Test, Reports cards, and Intervention schedules

Plan to Monitor Effectiveness of G12.B2.S1

Following the FCIM model, analyzing student assessments reports and creating interventions for eligible students.

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments, Interim assessments and Report cards

G12.B3 The Students who received one or more referrals were due in part because the students and parents are unfamiliar with the Student Code of Conduct..

G12.B3.S1 Students will be informed of the Code of Student Conduct guidelines through discipline assemblies, in-class presentations by counselors, morning announcements, individual student conferences and behavioral contracts.

Action Step 1

Students and Parents will learn about the Code of Student Conduct via Connect-Ed messages, Open House, Sixth Grade Orientation, parent teacher conferences, discipline assemblies, student patrols serving as ambassadors, flyers via the communication folder and school's web-site.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work and site generated assessments

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

Following the District Student Code of Conduct

Person or Persons Responsible

LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Parent teacher meetings, Behavior contracts

Plan to Monitor Effectiveness of G12.B3.S1

Following the Student Code of Conduct

Person or Persons Responsible

LLT team

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets, flyers, ConnectED messages.

G13. Our goal for the 2013-2014 school year is to increase the amount of parental involvement opportunities in school-wide activities by five percent.

G13.B1 The majority of our student body is from out of the area due to the magnet programs offered at the school.

G13.B1.S1 We offer a wide range of activities and wide range of hours to assist parents and the community involved in school sanctioned events.

Action Step 1

Provide community resource information through the Parent Portal and various media formats including the school website, ConnectED, brochures, flyers, and emails.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Increase parental involvement in activities

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

Following district procedures, giving parents and the community ample opportunities to participate in school sponsored events

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of G13.B1.S1

Following district procedures, giving parents and the community ample opportunities to participate in school sponsored events.

Person or Persons Responsible

LLT Team

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets and approved Volunteer list

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 to supplement and enhance the programs for English Language Learners(ELL) and Recently Arrived Immigrant Children and Youth by providing tutorials through Title III before and after school for kindergarten to third grade.

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. On the 2013 FCAT 2.0 reading sub-test, 68% of our students scored proficient.

G1.B1 As noted on the administration of the 2013 FCAT Reading Sub - test, the Black, Hispanic, ELL, SWD, and ED subgroups did not meet their AMO target. Students' showed a deficiency in Reporting Category 1, Vocabulary.

G1.B1.S1 Our strategies for 2013-2014 school year is to provide practice in determining meaning of general academic and domain specific words and phrases in a text relevant to the main idea or Author's Purpose.

PD Opportunity 1

The use of Higher Order Thinking Questioning; word walls, personal dictionaries, context clue chart, and multiple meaning charts to develop a mature vocabulary and skills needed to find meaning in unknown words.

Facilitator

District Reading Wonders

Participants

Elementary Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, site generated assessments

G4. On the 2013 EOC, 54% of our students participated in accelerated programs while performing at 100% mastery.

G4.B1 Participation in EOC programs is hindered by the lack of industry certified teachers and scheduling conflicts associated with a K-8 school.

G4.B1.S1 Provide teachers with PD opportunities at school site or off campus on CCSS Literacy Standards for Technical Subjects. In addition, teachers will participate in online PD, related to EOC and Common Core State Standards and develop a flexible schedule that will allow more students to enroll in EOC eligible courses.

PD Opportunity 1

Provide teachers with professional learning opportunities to integrate common core standards in the their EOC curriculum while offering an additional EOC course.

Facilitator

District

Participants

EOC teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development Certificate of Completion

G4.B2 Performance on EOC's are hindered by the lack of industry certified teachers and scheduling conflicts associated with a K-8 school.

G4.B2.S1 Provide teachers PD opportunities at school site or off campus for EOC teachers on CCSS Literacy Standards for Technical Subjects. In addition, EOC teachers will participate in online PD, related to EOC and Common Core State Standards.

PD Opportunity 1

Provide teachers with professional learning opportunities to effectively integrate common core standards in the their EOC curriculum to maintain the current level of performance

Facilitator

District

Participants

EOC Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

professional development completion certificate

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	\$0	\$0
Total	\$0	\$0

Budget Details

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

G1. On the 2013 FCAT 2.0 reading sub-test, 68% of our students scored proficient.

G1.B1 As noted on the administration of the 2013 FCAT Reading Sub - test, the Black, Hispanic, ELL, SWD, and ED subgroups did not meet their AMO target. Students' showed a deficiency in Reporting Category 1, Vocabulary.

G1.B1.S1 Our strategies for 2013-2014 school year is to provide practice in determining meaning of general academic and domain specific words and phrases in a text relevant to the main idea or Author's Purpose.

Action Step 1

The use of Higher Order Thinking Questioning; word walls, personal dictionaries, context clue chart, and multiple meaning charts to develop a mature vocabulary and skills needed to find meaning in unknown words.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B2 Students scoring at Achievement Level 3 demonstrated a deficiency on the 2013 Administration of the FCAT 2.0 Reading Test on Reporting Category 4, Informational Text/Research Process.

G1.B2.S1 Our strategy for 2013-2014 school year is to provide practice with real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.

Action Step 1

Provide opportunities to sample real world texts across different subjects focusing on text features using a text features chart to facilitate the learning process.

Resource Type

Resource

Funding Source

Amount Needed

G1.B5 Students in lowest 25% making learning gains on the 2013 FCAT 2.0 demonstrated a deficiency in Reporting Category 2, Reading Application.

G1.B5.S1 Provide students opportunities to understand character development, character point of view by asking open ended questions.

Action Step 1

Students will compare and contrast the point of view from different stories narrated/read, events or topics including the differences between first and third person narrations, firsthand or secondhand account. Provide practice in identifying topics and themes within and across texts.

Resource Type

Resource

Funding Source

Amount Needed

G1.B6 Students scoring proficient in the LISTENING/SPEAKING sub-section of the 2013 CELLA demonstrated a deficiency in the student teacher dialogue.

G1.B6.S1 Provide students with opportunities to engage in conversation outside of the classes and classroom.

Action Step 1

Provide Title III tutorials before and after school focusing on dialogues. Engage in casual conversations or questioning and answering throughout all classes in English

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. On the 2013 FCAT 2.0 Mathematics sub-test 68% of our students scored proficient.

G3.B1 Students scoring at Achievement Level 3 demonstrated a deficiency on the 2013 Administration of the FCAT 2.0 Mathematics sub- test on Geometry and Measurement.

G3.B1.S1 Teachers will provide additional time to compose, decompose, and transform polygons to create and identify other polygons. Students will be given real-world problems involving perimeter, which may include using an appropriate tool to measure the dimensions of the object.

Action Step 1

Students will be given extra resources to help finding understanding in comparing and ordering fractions, including fractions greater than one, using models or manipulatives. In grades five through eight, students demonstrated a lack of understanding in the area of Geometry and Measurement. Teachers will provide additional time to compose, decompose, and transform polygons to create and identify other polygons. Students will be given real-world problems involving perimeter, which may include using an appropriate tool to measure the dimensions of the object.

Resource Type

Resource

Funding Source

Amount Needed

G3.B2 The data results of students scoring at or above Achievement Level 4 on the 2013 FCAT 2.0 Mathematics sub-test demonstrated a deficiency in Geometry and Measurement.

G3.B2.S1 The use of virtual manipulates as enrichment activities to explore Mathematical Geometric Concepts of two- dimensional figures using the National Library of Virtual Manipulatives and the measuring of objects using fractional parts of linear units.

Action Step 1

Provide activities that promote the composing and decomposing of geometric figures; describing, analyzing, comparing, classifying; building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-dimensional shapes/objects with the use of manipulatives. Solve real-world problems involving perimeter, which may include using an appropriate tool to measure the dimensions of the object.

Resource Type

Resource

Funding Source

Amount Needed

G3.B3 Students making learning gains; in the 2013 FCAT 2.0 Mathematics Assessment demonstrated a deficiency in Geometry and measurement.

G3.B3.S1 Increased implementation of web based resources such as SuccessMaker, Gizmos, iReady, IXL, Florida Achieves focusing on Geometry and Spatial Sense throughout the school day and home learning in addition to the core curriculum will assist students to gain greater depth of knowledge of the subject matter.

Action Step 1

Increase tutorial participation by allowing students to come to the computer lab during homeroom and special area classes to complete computer based programs. Assign computer based assignments for home learning

Resource Type

Resource

Funding Source

Amount Needed

G3.B4 Students in lowest 25% as noted on the 2013 FCAT 2.0 Mathematics assessment, common areas of weakness include Number: Operations, Problems, and Statistics.

G3.B4.S1 Students will be provided the instructional support needed to develop quick recall of the four basic operations and the ability to recognize the proper operation in a word problem using key vocabulary words. Teachers will utilize reading strategies to assist student in breaking down mathematical word problems for increased comprehension.

Action Step 1

Have students identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts; identify fact families that demonstrate the inverse relationship between multiplication and division; identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is addition.

Resource Type

Resource

Funding Source

Amount Needed

G5. On the 2013 Algebra I EOC, 100% of our students scored at mastery.

G5.B1 According to the 2013 Algebra EOC assessment, students scoring at Level 3 had difficulty with Reporting Category 3, Rationals, Radicals, Quadratics, and Discrete Mathematics.

G5.B1.S1 Provide opportunities for students to solve algebraic proportions in real-world and mathematical contexts; solve real-world problems using quadratic equations; perform set operations, such as union and intersection, complement, and cross product.

Action Step 1

Solve real-world problems using quadratic equations. Perform set operations, such as union and intersection, complement, and cross product and use Venn diagrams to explore and make arguments about relationships among sets.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G8. To incorporate STEM in more grade level and course offerings.

G8.B1 The school offers few STEM experiences that students have access to.

G8.B1.S1 Introduce TEAM in the Elementary School in grades one, two and three and STEM in Business Technology Education courses.

Action Step 1

Increase the amount of project based learning experiences in the lower grades and participate in more project based learning experiences such as Fairchild Challenge and Science Fair competitions held across the District.

Resource Type

Resource

Funding Source

Amount Needed

G12. The 2012-2013 school year showed that thirty nine students missed 10% of instruction, five students failed a course, and sixty six students received one or more behavioral referrals.

G12.B3 The Students who received one or more referrals were due in part because the students and parents are unfamiliar with the Student Code of Conduct..

G12.B3.S1 Students will be informed of the Code of Student Conduct guidelines through discipline assemblies, in-class presentations by counselors, morning announcements, individual student conferences and behavioral contracts.

Action Step 1

Students and Parents will learn about the Code of Student Conduct via Connect-Ed messages, Open House, Sixth Grade Orientation, parent teacher conferences, discipline assemblies, student patrols serving as ambassadors, flyers via the communication folder and school's web-site.

Resource Type

Resource

Funding Source

Amount Needed

G13. Our goal for the 2013-2014 school year is to increase the amount of parental involvement opportunities in school-wide activities by five percent.

G13.B1 The majority of our student body is from out of the area due to the magnet programs offered at the school.

G13.B1.S1 We offer a wide range of activities and wide range of hours to assist parents and the community involved in school sanctioned events.

Action Step 1

Provide community resource information through the Parent Portal and various media formats including the school website, ConnectED, brochures, flyers, and emails.

Resource Type

Resource

Funding Source

Amount Needed